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ABSTRACT

In response to the increased emphasis on parent involvement in schools, the Parent Involvement in Education Project (PIEP) conducted a comprehensive six-year study of the attitudes and current practices of teacher educators, teachers, principals, parents, and school administrators in a six state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). This final report in the study describes a survey questionnaire distributed to over 1,000 parents in New Orleans, Dallas, San Antonio, and Houston. The previous parent survey (1982) did not obtain sufficient response from urban populations to provide a complete information base. Survey results support previous findings about parents' involvement and interest in educational matters. In addition, the report recommends actions for both parents and educators to increase and sustain parent involvement. Contents covered in the report include the following: background information; project plan; major activities and accomplishments; major conclusions and recommendations; significance of project accomplishments; deliverables; selected references; and attachments. Included in the attachments is a sample copy of the parent involvement questionnaire as well as extensive tables summarizing project data. (DST)

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FINAL REPORT

(December 1, 1984 - November 30, 1985)

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ABSTRACT

Parent involvement in the education of children school is being touted as a major component of reforms to improve schools and education. Despite this, there is not widespread information about what parent involvement embodies from the perspectives parents and educators. This lack of information has not diminished the calls for more involvement in the education, but has new questions raised concerning how how to do this.

This report describes our expanded parent survey conducted to help fill this gap. The survey was conducted in four large urban areas: New Orleans, Dallas, San Antonio, and Houston. The study concentrated in these cities because of a low response from large-size city parents previously surveyed. A total of 3103 parents (73.8%) returned completed questionnaires.

Survey results clearly support previous findings that (1) parents are very interested in participating in education; (2) parents feel teachers need training for parent involvement; (3) parents are interested in involvement with educational decision-making; (4) parents' involvement interests do not correspond to the ways they participate or are allowed to be involved (5) parents' interests in involvement with school and educational matters differs from how educators see such involvement; (6) there are clearly defined areas of involvement for parents and educators to initiate or expand upon; (7) there are other areas that could use parent involvement, but need more dialogue between parents and educators to occur.

Based upon results, a set of recommendations for parents and educators to consider then employ to increase and sustain parent involvement. These research-based recommendations should enhance (1) parents involvement in schools as well as education; (2) the partnership between parents and educators; and (3) both the quality as well as the effectiveness of educational efforts.

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PIEP deeply appreciates the valuable contributions of its staff to help make each effort a successful one. Susan Deason was untiring in her efforts to ensure that travel arrangements, scheduled appointments, activity/product deadlines, general coordination of division office work and reproduction/dissemination of materials were done in a most efficient and timely manner. Sylvia Lewis, on several occasions, lent valuable assistance with project efforts that was deeply appreciated.

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A. INTRODUCTION

A1. Overview

Parent involvement in the education of their children both at home and at school is a key aspect of efforts to reform schools as well as to increase educational excellence. Parents and educators have equally important roles in the education of learners. To effectively carryout these roles, there must be close communication and collaboration between the two groups. In doing so, their concerted efforts will help ensure quality education, effectiveness of schools, and higher academic achievement.

Many of the recent educational reform measures have explicitly indicated what steps should be taken to improve our schools at the state and local levels. The enacted reforms call for fundamental changes in how basic educational experiences are provided for students and for higher standards regarding what students are expected to know, understand, and be able to do. For this to be accomplished, all of those involved in the educational process have been challenged and required to create more viable atmospheres and/or conditions where maximum learning success can occur.

It has become increasingly clear that educators cannot accomplish the school/education reforms by themselves. There is a need for resources beyond those that educators have traditionally employed. The need expanded resources encompasses those that are not only human but material and financial as well. Although states have legislated mandates to increase the educational resource base, those mandates still fall short of what is needed to improve the caliber of desired schooling. As a result, educators are turning to sources for assistance that they have not fully used before.

One of the resources educators are calling upon is parents of the children in schools. The call to parents is not necessarily a new one, but it appears to be a different kind of appeal for help. Historically, parents have been involved in the education of their children. For the most part, this involvement has been limited to support of school educational efforts or activities. Most parents have limited their involvement to those roles or areas specified by educators. Some have taken the initiative to become more broadly involved, while others, for a variety of reasons, have not been involved at all. As a result, the heightened appeal from educators to parents has produced a mixed response but seldom at the level educators believe they need for improving schools.

The fact that parents appear to have not responded to the appeals of educators for more school involvement is not indicative of their interest in improving schools and education. More importantly, it is the school milieu that has the more profound effect on parents' involvement with the education of their children. In particular, this includes school atmosphere, school staff attitudes toward parent involvement, family/community variables, kinds of parent involvement opportunities available, district attitudes about parent involvement, and parents' perceptions of schools as well as school staff. More needs to be known about these factors so that parent responses to the call for increased involvement from educators can be better understood.

SEDL's Parent Involvement In Education Project (PIEP) has conducted a series of surveys to obtain more information about different aspects of parent involvement in education from the perspectives of key stakeholder groups. Parents, teachers, principals, teacher educators, school administrators, and state education agency officials are the groups with which the surveys were conducted. The PIEP was interested in not only obtaining viewpoints about parent involvement from these stakeholders but also wanted to examine the similarities and differences of such feelings among them. This information will not only be useful in providing important parent involvement insights from different perspectives but also can serve as the basis for developing strategies to enhance the effectiveness of parent involvement in education.

Further, the insights provided by survey participants can underpin the development of ways to train elementary teachers and administrators for parent involvement. The three valuable uses of the survey data have aided the PIEP to become an important resource for those interested in or looking for methods of improving schools and education through parent involvement.

In order to ensure that the survey included a diversity of participants from the educational community in SEDL's region, this year's survey focused on parents in the larger cities of the six states. A population of 500,000 or more based upon the 1980 Census figures was used to designate a city for inclusion. The previous parent survey (1982) did not obtain enough responses from parents in these kinds of cities. PIEP staff could not speak with as much certainty about parent opinions concerning parent involvement without insights from parents in these locations. Having data from parents in large size cities increases the comprehensiveness of the parent involvement information base and the extent to which it has practical application for various school/community settings.

A.2 Operational Definitions

For clarity, the following operational definitions are provided:

1. Parent Involvement - any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child advocacy.

2. Preservice Training - preparation of students in teacher training programs, preparation of prospective teachers.

3. Inservice Training - extended preparation of teachers employed in schools.

4. Stakeholders - those persons most likely to be involved in parent involvement efforts (e.g., parents, teachers, principals, school board members, superintendents.

5. Home Tutor Role - parents helping their own children at home with educational activities or school assignments.

6. Audience Role - parents receiving information about their child's progress or about the school. Parents may be asked to come to the school for special events (e.g., school play, special program, etc.).

7. School Program Supporter Role - parents involved in comingto the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.

8. Co-Learner Role - parents involved in workshops where they and school staff learn about child development or other topics related to education.

9. Paid School Staff Role - parents are employed in the school as part of the school's paid staff (e.g., classroom aides, assistant teachers, parent educators, etc.).

10. Advocate Role - parents serve as activists or spokespersons on issues regarding school policies, services for their own child, or community concerns related to the schools.

11. Decision-Maker Role - parents involved as co-equals with school staff in either educational decisions or decisions relating to governance of the school.

12. SEA Officials - persons in state education agencies identified as having program responsibility related to some aspect of parent involvement (e.g., director of federal programs, etc.).

13. LEA Officials - persons in local education agencies identified as having program responsibility for some aspect of parent involvement training (e.g. inservice education directors).

14. IHE Officials - persons in institutions of higher education identified as having program responsibility in some aspect of parent involvement training (e.g., chairperson of elementary education department).

B. Background

B1. Previous Work

a. Summary of Goals, Objectives, and Problems

In response to the increased emphasis on parent involvement in schools, the Parent Involvement in Education Project (PIEP) has conducted a comprehensive six-year study of the attitudes and current practices of teacher educators, teachers, principals, parents,and school administrators in SEDL's six state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). A major assumption of this study was that an increase in parent involvement would also increase the job demands on teachers. In addition to their duties related to classroom instruction, this expanded role focusing on parent involvement would require teachers to increase their interaction with parents. In order to determine whether and/or how teacher training should be changed to reflect this larger professional role, PIEP surveyed each of the stakeholder groups.

Year One: During the first year of the study, 575 professors in colleges of education were asked about their attitudes towards parent involvement and about their current practices in training teachers how to work with parents. The results of this survey indicated that teacher educators favored the general idea of parent involvement and thought teachers should receive training focused on working with parents. However, there was no clear consensus either about the most appropriate ways for parents to participate in the schools, or about the best methods of preparing teachers to work with parents.

Year Two: In the second year of the study, survey efforts focused on asking 873 elementary school teachers and 729 elementary school principals about their attitudes towards specific parent involvement activities in their schools. Both teachers and principals were also asked to make recommendations about training teachers to work with parents. The results of this survey indicated that teachers and principals had strong, favorable attitudes toward the value and importance of parent involvement. However, their descriptions of parent involvement activities revealed that their schools did not sponsor them in a wide variety.

Year Three: The fourth survey in the series focused on the parents themselves. More than 2000 parents were asked questions about attitudes and current practices in parent involvement, similar to the questions used with teachers and principals. Instead of questions about teacher training, parents were asked how schools might improve their parent involvement efforts. The results of this survey indicated that parents had very positive attitudes toward parent involvement and for increasing parent involvement. The responses of parents regarding their own participation in parent involvement activities corresponded closely with the description of current school practices obtained from teachers and principals. The overall responses from parents showed that there was a disparity between parents' high level of interest and their low level of actual participation.

Year Four: In the next three surveys, school governance persons were asked about their attitudes and current practices regarding parent involvement. Respondents included 1200 school superintendents, 664 school board presidents, and 30 state education agency officials. Respondents were in strong agreement about the importance of parent involvement, and they listed parent involvement practices similar to the other groups surveyed. School governance officials also supported teacher training in parent involvement.

Year Five: The fifth year's work focused on reviewing the literature on training teachers in parent involvement, asking experts with experience in parent involvement for their suggestions about training teachers for parent involvement, and developing a set of guidelines and strategies for training teachers in parent involvement. The guidelines and strategies were based on the research of the previous four years and used the recommendations of the key stakeholders (teacher educators, teachers, principals, parents, and school governance officials) in the region. Project staff also conducted an assessment of the suitability of the guidelines and strategies for use by teacher educators/inservice directors in training teachers to involve parents in education. The refined version of the guidelines and strategies was then disseminated to LEA's, IEA's, SEA's, and IHE's in SEDL's six-state region.

b. Summary of Major Findings

(1) Attitudes. Subjects in all the surveys were asked to indicate the extent to which they agreed or disagreed with a set of statements about parent involvement. Overall, a majority of the teacher educators were favorable in their responses to the general concept of parent involvement. In particular, they agreed strongest that (a) parent involvement in all school matters needs increasing, (b) teachers need extra training for parent involvement, (c) teachers should confer with parents about home life, (d) parents are usually cooperative with teachers, and (e) parents would help children more at home if they knew what to do.

Teacher educators strongly disagreed that (a) parents wanting involvement should get a college degree, (b) teachers are too overburdened to work with parents, (c) involving low-income parents is unrealistic, (d) training teachers for parent involvement should not be an undergraduate priority, and (e) parents do more harm than good by helping children with school work.

Principals and teachers also were positive in their general response to the importance and value of parent involvement. The majority were in strong agreement with (a) teachers providing parents with ideas to help children at home with school work, (b) teachers taking on too many parental responsibilities, (c) principals providing teachers with parent involvement guidelines, (d) involving teachers in school policy decisions and (e) requiring a parent involvement course for undergraduates in elementary education.

The *strongest disagreements* by principals and teachers were expressed with regard to statements about (a) teachers being too overburdened to work with parents, (b) teachers *not* needing to be trained for parent involvement, (c) teachers *not* conferring with parents about children's home life, (d) parents evaluating teachers, and (e) parents evaluating principals.

A majority of parents *agreed strongest* with such parent involvement ideas as (a) making sure their children do homework, (c) feeling at ease during school visitations, (d) taking responsibility for getting involved at school, and (e) wanting teachers to send more information home about classroom activities.

The *strongest disagreement* expressed by most parents was toward the ideas that (a) they have little to do with their children's school success, (b) they do not have time for involvement with school activities, (c) teachers are too busy to also work with parents, (d) homework consumes too much family time, and (e) they are not trained enough to help make school decisions.

Among the school governance persons (superintendents, board presidents, and SEA officials) surveyed, their *strongest agreement* regarding parent involvement in general was toward (a) teachers providing parents with ideas about helping children with school assignments, (b) teachers considering working with parents as part of their job, (c) including teachers in curriculum and instruction decisions, and (d) principals providing teachers with suggestions for working with parents.

Superintendents *strongly agreed* that parents need training before they are involved in school decision-making. Board presidents *strongly* agreed with parents taking the initiative for getting involved in schools. And, SEA officials voiced *stronger agreement* for school districts providing principals and teachers with guidelines for parent involvement.

Superintendents, board presidents, and SEA officials were unanimous in their *strong disagreement* with having (a) parent involvement in school administrative decisions, (b) parent involvement with either teacher or principal evaluation, (c) parent involvement only occurring through organizations, like PTA, and (d) parent involvement having little effect on their children's academic success.

(2) *Decisions*. Parents were asked to indicate the extent to which they had an interest in being involved with selected school decisions. Teachers, teacher educators, superintendents, board presidents, and SEA officials were asked to what extent it would be useful to have parents' input regarding these decisions. With the exceptions of teacher educators, a majority of all groups *most favored* having parents involved in such decisions as (1) amount of homework assigned their children, and (2) placing their children in special education. Teacher educators, along with teachers, principals, and school governance persons, indicated that it would be

most useful to involve parents in school desegregation/integration plans. However, parents did not indicate that this was a high interest area for their involvement.

A majority of the parents, superintendents, board presidents, and SEA officials considered it most useful to have parents involved in decisions about evaluating how well their children are learning and about disciplining of their own children. Neither teacher educators, teachers, nor principals viewed such involvement by parents as being useful. Teachers and principals indicated it was more useful to involve parents with decisions concerning (a) whether family problems are affecting school performance and (b) how to provide sex role instruction as well as sex education.

Participation in decisions about the selection of textbooks and other learning materials was of most interest to parents also but not considered useful by most of the other groups surveyed. Teacher educators indicated that parents should have input on such decisions as (a) multicultural/bilingual emphasis, (b) curriculum subject matter, and (c) setting student promotion/retention standards, but not final authority. Rather, teacher educators considered it most useful to have parents make final decisions only regarding whether family problems are affecting school performance.

Decisions with respect to the hiring/firing of school staff were those most parents were least interested in being involved with and most educators indicated this as one of the least useful decisions with which parents should be involved. Among other decisions teachers and principals also considered least useful for parents to be involved in were (a) assignments of teachers in schools, (b) evaluating teacher performance, and (c) selecting teaching methods. School governance persons, teachers, and principals indicated it would also be least useful to involve parents in decisions about setting priorities for school budgets.

Selecting teaching materials, deciding on curriculum emphases, helping to evaluate pupils, and selecting teaching methods were least useful areas for parent decision-making according to responses from most school governance persons and teacher educators. A majority of parents also were least interested in being involved with decisions about including more multicultural/bilingual education in education and decisions regarding school desegregation plans and increased sex role teaching.

(3) Roles. Subjects were provided with a list of seven parent involvement roles. Parents were asked to indicate the extent to which they had an interest in participating in such roles. Educators were asked to indicate the importance of having parents take part in these roles. The majority of parents and educators were strongest in their support for such roles as (a) "Audience," (b) "Home Tutor," and (c) "School Program Supporter." The role of least interest or importance, as indicated by parents and educators respectively, was that of "Paid School Staff." Most teachers, principals, superintendents, and board presidents indicated that having parents

in the role of "Advocate" was not too important. However, SEA officials considered this role as being very important, and parents were very interested in such a role.

A majority of the SEA officials, superintendents, and school board presidents consider parents in the roles of "Co-Learner" also as not being important. Teachers and principals indicated a more neutral response overall about the importance of this role. Most parents indicated that they were definitely interested in this kind of role.

A majority of the teachers, principals, superintendents, and board presidents indicated that the role of "Decision-Maker" was not an important one for parents. Conversely, most parents expressed a strong interest for participating in this role. Likewise, most SEA officials viewed this role as being a very important one for parents.

Overall, parents expressed a much higher interest in participating in the roles of "Audience," "Home Tutor," "School Program Supporter," "Advocate," "Co-Learner," and Decision-Maker" than educators considered such involvement roles as being important. SEA officials tended to indicate more importance for these roles for parents than did the other educator groups.

(4) Activities (Current Practices). A list of parent involvement activities was provided, and teachers, principals, superintendents, and board presidents were asked to indicate how typical these activities were of their schools. Parents had to indicate those they participated in most often. SEA officials indicated which were most likely to be a focus of the technical assistance they offered to school districts.

"Attending school activities" (e.g. open house), "Attending parent-teacher conferences," and "Helping children with school homework" were the activities most typical as indicated by educators, most likely to be offered as technical assistance according to SEA officials, and most often participated in as reported by parents. Teachers, principals, superintendents, and board presidents indicated that "Chaperoning for school activities" and "Holding school support fundraisers" (e.g. pot-luck suppers) were also common activities but neither parents nor SEA officials indicated the same.

Parents also considered "Visiting the schools" and "Taking part in PTA meetings" as most typical of the activities in which they participate. (It should be noted that parents completed their questionnaires at school PTA meetings). None of the educator groups reported these as being very typical. SEA officials also were most likely to offer technical assistance for "Getting parents to identify school needs" and "Getting parents to assist with establishing school goals." However, parents did not indicate these as being activities they most often take part in while educators did not view such activities as being most typical in their schools.

"Hiring/firing of school staff," "Evaluation of School Staff," "Planning curriculum and instruction activities," and "Assisting with school budgets" were the activities reported to be least typical in schools, least often participated in by parents, and least offered as topics of technical assistance by SEA officials. A majority of teachers and principals indicated the "Participation in pupil evaluation" was also least typical in their schools. Most superintendents and board presidents indicated that "Parent participation in home tutor training" was least likely to be offered in their schools.

(5) Other Findings of Interest. - Teacher Training for Parent Involvement: A majority of the parents and educators strongly agreed that not only should teachers be trained for parent involvement, but also that, where possible, the training should be in a course at the undergraduate level. While most teacher educators indicated that they most often dealt with parent involvement through such activities as role playing, laboratory experiences, participation in parent-teacher conferences, and having student teachers work with parent volunteers, most teachers and principals indicated that more is needed. This would include (1) talking with inservice teachers about parent involvement, (2) involvement in school activities with parents, (3) being involved with parent organizations, and (4) participation in principal-teacher-parent conferences.

Responsibility for Parent Involvement: A majority of educators and parents strongly agreed that teachers need to provide parents with ideas about helping children with school work at home and that principals should give teachers guidelines for parent involvement. However, school governance persons agreed most with principals, not teachers, taking the initiative to get parents involved. However, most principals agreed that parents should take the initiative to become involved.

A majority of the parents strongly agreed that they should be responsible for getting more involved in their children's schools. Most superintendents and SEA officials strongly agreed that school districts need to provide teachers and principals with parent involvement guidelines. However, neither superintendents, board presidents, nor SEA officials wanted state education agencies to provide parent involvement guidelines for school districts. Finally, most teachers saw increasing the involvement of parents in schools as the principal's responsibility.

Existence of Parent Involvement Policies: School governing officials were asked to indicate to what extent written parent involvement policies existed in their districts or agencies. A majority of these officials indicated that written parent involvement policies were available mostly regarding: (1) placement of children in special education, (2) informing parents about children's violation of the district/school's discipline policy, and (3) participating in some decisions regarding certain educational programs such as Bilingual Education, Follow Through, Head Start, etc.

Most officials indicated that few, if any, written parent involvement policies existed with respect to such areas as (1) teacher home visits, (2) participation in school budget matters, (3) participation in development of district handbook or school guide, (4) school administration, (5) curriculum and instruction activities, (6) development of promotion standards, and (7) parents visiting their children's schools.

Parent Involvement at Secondary School Level: Parents were asked to indicate the extent of their agreement with 10 items offered as reasons why parents become less involved at the secondary school level. A majority of the parents strongly agreed that the reasons for decreased participation are (1) school staff not asking them to be involved as much, (2) they (parents) not having a good understanding of the course work, (3) not as many conferencing opportunities, and (4) not as many PTA activities. Neither the long distances between homes and schools nor having lots of teachers to talk with were seen as reasons parents become less involved at this level.

Improving Parent Involvement at Elementary Level: Parents were given a list of 10 suggestions and asked to indicate the extent to which these would work in getting more parents involved. Among the suggestions that a majority of the parents indicated would work include (1) sending more parent involvement information home, (2) making parents feel more welcome in schools, (3) helping parents better understand subjects being taught, and (4) having more informal meetings where staff and parents can get to know each other better, and (5) asking parents how they would like to become involved.

C. Summary of Recommendations and Implications

Parent involvement, overall, appears to be acceptable to most parents and educators. The results show that parents have a high degree of interest for being involved and that educators, generally, consider it useful to have parents involved in education. However, a closer examination of the findings reveals that educators and parents have distinctly different views about certain aspects of parent involvement. These differences represent barriers that can hinder the effective involvement of parents and educators as partners in education.

Educators appear to be more supportive of the traditional ways that parents have participated in children's education both at home and at school. This includes parents mainly receiving information sent home by the school, supporting or taking part in school activities prepared by school staff, and attempting to help children with their homework. On the other hand, while parents indicate a strong interest for being involved in these ways, they also are interested in helping with school governance matters, learning more about education jointly with educators, and serving as advocates for current educational needs, issues, or concerns.

The involvement interests of parents appear to extend beyond the boundaries of participation that educators indicate would be most useful. It seems that parents and educators have dissimilar views about the meaning of parent involvement in education. Although there are some mutual agreements about certain aspects of parent involvement acceptable to both groups, parents appear to be interested in much broader involvement than the more narrowly defined areas that educators consider as being useful.

In order for parent involvement to become more acceptable, viable, and effective, a clearer definition is necessary--one that all can agree upon. Otherwise, fundamental barriers will stand in the way of successful parent involvement. Thus, it appears that there needs to be a consensus concerning the definition and scope of parent involvement efforts between parents and educators before these can become more integral to the educational system and its processes. Such concordance is key to developing more of a partnership between homes and schools in dealing with the difficult issues that education faces today and tomorrow.

The lack of agreement between parents and educators regarding parent involvement's meaning appear to stem from the fact that neither group has had much formal training in the area of parent involvement. Both of the groups indicated that there is a definite need for teachers to be trained for parent involvement. It also seems that parents, other school staff, administrators, and even teacher educators might need such training for parent involvement to be most effective. Additional knowledge, understandings, skills, and experiences should enhance not only broader acceptance but also a smoother integration of parent involvement into the educational process. The guidelines and strategies developed in this Project to train teachers about parent involvement focus on meeting part of these needs.

Some of the differences in opinions about parent involvement in school governance matters may reflect a fear and/or reluctance on the part of educators (especially teachers, principals, and administrators) to share with parents those roles or activities that, in recent years, have been considered as the sole domain of educators. Further, many teachers appear to desire more of a say in educational matters or decisions. Most administrators appear unwilling to share governance because it may lessen their effectiveness and/or power. As a result, the possibilities of joint decision-making with parents may meet with resistance because educators still appear neither willing to share control nor able to see how, in practice, this might increase the effectiveness and quality of education.

Based upon the more preferred ways educators want parents involved and the ways parent are most interested in being involved, there appears to be a need for change in how parent involvement is perceived. Educators should capitalize on the wider involvement interests of parents and should expand the opportunities for increasing their participation in education. Much of this will require educators to realize that many parents are far more sophisticated in their knowledge and skills than educators perceive them to be. As such, many parents can take part in more of a variety of roles or activities. To facilitate this broader and more collegial participation, will require attitudinal and perceptual changes on the part of educators as well as systemic changes with respect to the educational enterprise.

Parent involvement cannot be effective if educators continue to see it as an attachment or a supplement to mainstream educational activities. Rather, such involvement must be incorporated into the mainstream of education. The results suggest at least three steps to accomplish this. First, a clear, definitive statement about parent involvement must be developed and issued to all in a school system. Second, viable, written policies to help frame and implement parent involvement efforts must be established. Third, both staff and financial resources to carry out parent involvement activities need to be identified and then designated for such purposes. In doing so, the importance of parent involvement in education will be more evident from the perspectives of educators and parents alike.

The extent to which parent involvement can be improved appears to be directly related also to how "open" educators are to this concept. In addition, developing a broader range of parent involvement activities that are more related to parents' interests and strengths is a most important aspect of revitalizing their participation. Although parents will participate in slightly different ways, this should not deter educators from working with them to develop jointly the framework and components of an effective involvement program. Ultimately, educators will have to realize that the most effective parent involvement program, similar to the most viable educational program, must include participation from the entire school community rather than being limited to the school building.

Parent involvement should be perceived by educators and parents as a more encompassing concept in education. To do this, it appears that parent involvement may need to be framed within the concept of at least four broad domain areas. These would include: (a) public relations, (b) school support/learning, (c) home support/learning, and (d) shared governance. In doing so, parent involvement can become a catalyst, which helps parents influence as well as fully participate in the educational system. Further, such participation experiences will help enable parents to more effectively negotiate through community entities which, in turn can make family life more satisfying and successful. Finally, parent involvement that includes the partnership approach can serve as a useful resource for educators to enhance the effectiveness and success of schools and education.

A review and analysis of results from the survey of the seven parent involvement stakeholder groups has led PIEP to offer the following recommendations as a means of enhancing fuller parent participation in the education of their children at home and at school:

- Parent involvement skills should be taught at both the preservice and inservice elementary teacher training level in a developmental sequence that progresses from learning about the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide assistance to parents, and then toward the types where parents and school staff work together essentially as partners in education.

- Preservice elementary teacher education as well as inservice teacher staff development must, as a priority, focus on providing participants with an overview of, or background about, the parent involvement movement as well as providing them with knowledge, understanding, and skills regarding major aspects of parent involvement in education (e.g., the personal, practical, and conceptual frameworks described in the guidelines and strategies).

- Parent involvement must be presented to elementary preservice and inservice/teachers so that it is viewed as an integral part of their preparation, rather than an attachment to it. As such, teachers will need to learn how to enhance teaching and learning success; how to develop better partnerships with parents; how to help develop broader community support for the schools; and how to make cooperation between home and school more synergistic.

- The parent-involvement teacher training sequence needs to address specific knowledge bases related to the various kinds and levels of parent involvement. For example: teachers should be taught the differences between teaching children in the classroom and teaching or working with their adult parents to become more involved as home tutors.

- After preservice and inservice teachers examine and identify their attitudes toward parent involvement, broaden their perspectives concerning the value/impact of parent involvement, and acquire the relevant knowledge and understandings regarding the main kinds of parent involvement, they should be provided practical opportunities or experiences to develop and sharpen skills in working with parents.

- Inservice parent-involvement teacher training--in order to more effectively enhance teachers' knowledge, understandings, skills, attitudes, and motivations for working more collegially with parents--will need to consist of a series of sequenced workshops rather than a one-day, one-time workshop effort.

- Principals and other administrators must be included in parent involvement training, as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement or are not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge acquired regarding parent involvement.

- To encourage all school staff in school districts to develop better relations as well as work with parents as partners in education, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from our superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- School district, building, and/or classroom parent-involvement efforts need to establish program activities based on the premise that parents are as equally important to children's academic success as educators. This will require giving parents more of a participatory role in all educational matters.

- Parents need to be more fully involved at all levels of the educational system so that they can (a) strengthen the capacity of their families to establish appropriate learning environments, (b) provide meaningful home learning experiences, and (c) support/reinforce school learning activities.

- Parents should be provided with more educational information, more opportunities to share their insights/concerns, and more training, as needed, for the roles with which they can or wish to be involved in education. This can serve as a means of strengthening parents' ability and status as partners in the education of their children.

- Parents must be provided opportunities, through parent involvement, to interact with, be informed about, referred to, and learn how to deal with those agencies, organizations, resources, or networks available in their communities. This should enhance their abilities to arrange for and/or care for family needs in a more self-sufficient and efficient manner.

B2. Need for Present Work

a. Need for Additional Survey Data

A recent review of parent involvement programs (Collins, Moles, and Cross, 1982) stresses the importance of parent involvement data from large cities because (1) they commonly have to deal with great numbers of students from low-income families and from more diverse ethnic backgrounds, (2) they may face more difficulties in enrolling these parents in parent-school programs, and (3) they have more resources available to develop and maintain more elaborate, innovative home-school programs. In summary, the parents in large cities have a perspective on parent involvement efforts that cannot be obtained from parents in smaller towns.

The survey data collected by PIEP from 1980-84 support this contention about the unique nature of parent involvement efforts in the large cities. These data indicate that parent involvement efforts in these urban schools include a wider spectrum of parent activities than efforts in smaller cities. For example, respondents from urban schools more often reported having parents participate in organizing parent volunteer programs and publishing a newsletter to keep parents informed. In summary, there are more different kind of parent activities serving a wider variety of purposes in urban schools. In addition, large urban schools tend to have greater problems and access to more resources. Therefore, they often develop parent involvement programs that serve as models and are later adapted for use in the smaller suburban and rural schools.

When the Project conducted its survey of parents, a stratified random sampling procedure was used to obtain comparable data from parents in small (15,000 to 50,000), mid-size (150,000-499,999), and large (more than 500,000) cities in SEDL's region. The rate of response was unusually high from parents in small cities (22%). This uneven rate of response produced a survey sample in which only 14.5% of the sample were parents from large cities while 32.6% were from mid-size cities and 52.9% were from small cities.

The characteristics of the sample in the parent survey do not correspond with the distribution of the population in SEDL's region. Although a considerable proportion of the population in these states live in small cities, 1980 census data indicate that an estimated 79.6% of the population in Texas lived in "urban settings," and that the combined population in the Standard Metropolitan Statistical Areas (SMSAs) of Houston, Dallas-Ft. Worth, and San Antonio accounts for 48.9% of the state's total population. A similar situation exists in Louisiana, where 68.6% of the state population is described as urban, with 28.2% living in the SMSA of New Orleans.

The additional data from parents in large cities will help improve parent involvement in several ways. First of all, it will provide educators in the schools with more complete information about the attitudes and current practices related to parent involvement of parents in the major urban centers in SEDL's region. This information will be of use to educators in urban areas who are in the process of developing their own parent involvement programs, as it will help them anticipate the response of parents to specific activities that their program emphasizes.

The information is also potentially useful to educators in smaller cities who may decide to organize specific types of parent involvement activities because they seem to be well-received by parents in urban settings. The information about current practices and attitudes of parents will also be useful to teacher training professionals who are trying to help prospective teachers learn how to better work with parents. It will help them to train teachers for situations that they are most likely to encounter in the public schools.

In terms of the Project's data base, the data from the FY85 survey will enable Project staff to make more valid comparisons between the problems of parent involvement in small cities and those in large cities. Because the data base is being used to provide public school educators with recommendations for program design and implementation, the addition of these data from major urban areas will allow Project staff to describe possible differences between the problems of large and of small cities' schools. The additional data will enable staff to move beyond general recommendations and make specific recommendations that may be helpful in urban settings even if they do not apply to the problems in the smaller cities.

In addition, because the data base is being used to develop guidelines and strategies for teacher training, the inclusion of data from the major urban areas is critical if teacher educators hope to prepare teachers for the problems they will actually face when they get to the schools. As a significant proportion of new teachers will be employed by schools in these major urban areas, it is particularly important that Project recommendations be based on data that include those schools.

Finally, because large city schools typically have a higher percentage of students from low socioeconomic status families and from minority families, educators in these schools tend to see the parents of their students as difficult to reach with parent involvement efforts. Additional data from these urban parents will help describe parent involvement in these settings and will help determine whether the lack of participation is due to parent attitudes or due to factors in the school setting or in the parent involvement programs themselves.

b. Need for Collaboration with Other Research Institutions

During the past five years, the U.S. Department of Education has directly and indirectly sponsored a variety of projects focusing on different aspects of parent involvement in the schools. Federal contracts created projects that have studied parent involvement in the National Follow Through Program (Gordon, et al, 1978; Olmsted, et al, 1980) as well as in Title I, ESEA, and Title VII Bilingual Programs (Lyons, Robbins, and Smith, 1982). Projects funded through the National Institute of Education at Southwest Educational Development Laboratory have focused on developing a data base that can be used to improve the design of parent involvement efforts and to improve teacher training related to parent involvement.

NIE has also sponsored project work at Appalachia Educational Laboratory (AEL) that has focused on developing materials to train parents for parent involvement in the schools. At the Center for Social Organization of Schools (CSOS), NIE has sponsored research in the public schools that has examined differences between teachers who implement parent involvement activities and those who do not. This research has examined relationships between parent involvement activities and teacher characteristics, school characteristics, student achievement outcomes, and even parent outcomes. In summary, a great deal of work has been done in the area of parent involvement, and the focus on effective schools suggests there will be even more in the future.

However, there have been relatively few attempts to develop collaborative projects between the various research projects working in this field. Although Project staff have continually reviewed the literature to determine what is being done and have shared research reports with many of these other institutions, they have rarely had opportunities to meet extensively and compare notes with their fellow researchers.

These collaborative activities are needed to increase the exchange of ideas and experience among the various projects. This exchanging of ideas is expected to produce a better understanding of the work being done in parent involvement, to lead to a greater appreciation of the work of other institutions, to produce new ways of conceptualizing the problems in the field, and to reduce the amount of overlap or redundancy across projects.

The exchange of research reports will also make the work of each institution more widely available to educator in all parts of the country. The state-of-the-art report will benefit researchers by increasing their awareness of the contributions of others working in this field, and it will benefit educators by providing them with a quick and efficient way to find what research has learned about improving parent involvement in the public schools. In summary, these collaborative activities are needed to produce benefits for researchers, for teacher educators, for teachers who are working with parents, and for administrators who are responsible for parent involvement programs in the schools.

c. Need for Dissemination Efforts

During the past 20 years, a consistent criticism of educational research has been that it has failed to bring about needed improvements in the nation's educational systems. Educators have complained that researchers often look at abstract issues that are not relevant to day-to-day activities in the schools. Researchers have tended to define the problem differently; they suggest that educators and educational administrators are generally unaware of research findings and are simply slow to adopt any new techniques suggested by research.

From the beginning, SEDL's Parent Involvement in Education Project (PIEP) has gathered suggestions from each group--researchers and educators--before conducting surveys. This approach has been intended to help ensure that the questions posed in the surveys are questions of interest to the educators as well as to researchers. To improve educators' awareness of research findings, SEDL has consistently disseminated summaries to each of the groups surveyed.

Because the data base created by the PIEP contains information relevant to each phase of the planning and implementation of parent involvement efforts in the schools, it is important to make certain that parents, educators, and teacher trainers are aware of the practical implications of this research. In FY'85, the PIEP needed to disseminate not only the results of the series of surveys, but also the implications of those results in the forms of suggestions and recommendations for teacher training, for changes in educational policies, and for implementing parent involvement programs at the LEA level.

These dissemination efforts are needed to facilitate the work of those in education who are already working to make schools more effective by increasing parent participation. The PIEP's goal has been to provide with research results and information about parent involvement work in other settings so that those working in this area can benefit from the experiences of others and improve the implementation of their own parent involvement efforts. Teacher educators will have research and program information enabling them to design teacher training for parent involvement that is based upon the experience of teachers in the field rather than upon rhetoric or the bureaucratic requirements of particular school districts.

The goal of these dissemination efforts has been to provide assistance to those working to improve schools by increasing parent involvement. Whether they are developing programs in school districts or training teachers to improve their skills in working with parents, the information disseminated will facilitate their efforts by providing an up-to-date view of the techniques and strategies used by others in the field.

C. Plan

C1. Goals and Objectives

The plan for FY85 was to augment PIEP's data base on parent involvement, to initiate collaborative activities with others conducting research in parent involvement, and to disseminate practical information based upon research and practice to parents, to educators in the public schools, and to those involved in the professional training of teachers.

The following goals and objectives summarize the proposed Project activities for FY'85:

Goal 1: To strengthen the information data base concerning parent involvement in education at the elementary school level.

Objective 1.1: To conduct a survey of parents with elementary school-age children at selected sites in four large cities within SEDL's six-state region.

Objective 1.2: To combine the large city parent involvement data with existing data from medium and small cities in SEDL's region.

Objective 1.3: To compare the expanded parent data base with data from other stakeholder groups previously surveyed.

Objective 1.4: To refine, as appropriate, implications and recommendations based upon survey results for training elementary school teachers and for improving parent involvement programs.

Goal 2: To conduct collaborative efforts with project staff at AEL, CSOS, and Far West Laboratory (FWL), regarding improvement of schools and education through parent involvement.

Objective 2.1: To share information about results from the survey with colleagues having similar projects at the Appalachia Educational Laboratory, Center for Social Organization of Schools, and the Far West Laboratory for Educational Research and Development.

Objective 2.2: To make joint presentations at national meetings as a means of further sharing the results of the parent involvement research in addition to the parent involvement training guidelines and strategies.

Objective 2.3: To prepare a state-of-the-art report that describes research and current practices in parent involvement in public schools.

Goal 3: To disseminate project results for use by professional and lay groups interested in parent involvement.

Objective 3.1: To prepare three quarterly reports and one final report for NIE.

Objective 3.2: To distribute executive summaries of the final report from the expanded parent survey to survey participants as well as to professional/lay individuals, groups, and organizations concerned with parent involvement.

Objective 3.3: To provide information about the parent involvement training workshop evaluation results to participants as well as other related individuals and organizations.

Objective 3.4: To prepare written documents for publication in appropriate newsletters, magazines, journals, monographs, and for books concerning parent involvement in education.

Objective 3.5: To make presentations at local, state, and national meetings as a means of further sharing the results of the parent involvement research and parent involvement training guidelines derived from them.

Objective 3.6: To assist in facilitation of expanded information exchange and network building among individuals, organizations, and institutions interested in improving schools and education.

C2. Key Staff

Susan Deason's major responsibilities include facilitating/coordinating the range of secretarial support services needed for the project. Among these are correspondence preparation; report preparation and mailing; supervision of secretarial staff; arranging staff travel; preparation/submission of travel expense vouchers; responding to telephone, written, or in-person inquiries regarding project matters; acquisition of necessary staff supplies; organization/maintainence of an effective filing system; monitoring designated project/division budget line items; and other duties as assigned.

Dr. Chavkin's major responsibilities include working closely with the Project Director on a variety of project matters. Among these are preparing segments of project reports; identifying, locating, reviewing, synthesizing, and keeping records of relevant resources for the project; organizing data for analysis; assisting in developing data collecting instruments; assisting with gathering project data; conducting analyses of project data; assisting in preparing written reports on data results and conclusions; assist in dissemination of project findings; making presentations regarding project outcomes at major meetings; and assisting in establishing and maintaining parent involvement networks and linkages in SEDL region.

Dr. Williams' major responsibilities are to direct, manage and administer project activities. This includes scheduling of activities to meet project deadlines; providing outlines and other directions for staff about written project documents; coordination of plans/arrangements for data collection; supervising instrument development; assisting with coordination of data analyses; assisting with interpretation of data results; coordination/supervision of the preparation of written discussion of results, conclusions and recommendations; coordinating data gathering efforts; supervising collaboration/dissemination activities; making presentation at major meetings, conferences, etc; assessing performance of staff; monitoring and approving project expenditures; providing general supervision for all project staff; and acting as spokesperson for project efforts.

D. Major Activities and Accomplishments

D1. Strengthening the information data base

a. Conducting the survey of parents in four large cities

After identifying the large cities (populations over 500,000), project staff chose four cities as target sites for administering the parent involvement survey. The four cities chosen were those having a disproportionately low response from parent participants in the previous PIEP parent survey. The cities where either very low or no responses were obtained are as follows: Dallas, Texas; Houston, Texas; New Orleans, Louisiana; and San Antonio, Texas. The PIEP staff worked with state and city PTA officials to make the appropriate local school selections in each city.

The subjects for this survey were parents of elementary school-age children in each of the four cities. All parents in each elementary school chosen for the survey were invited to participate in the survey. Parents were asked to take part in the survey at a scheduled PTA meeting held at the selected schools. Typically, many of these parents were members of the PTA. However, information about the survey was sent to all parents and their participation was requested.

Extending the selection to all parents addressed two issues raised with respect to the previous parent survey. First, it helped remove some of the bias associated with most of the parents being PTA members. Second, it provided an opportunity for non-PTA and perhaps non-active parents to share their perspectives regarding parent involvement. Approximately 1,400 subjects were sought for participation in the parent survey, or some 350 parents from each city. Attachment A shows the schedule followed in conducting the survey, who the PTA and school principal contacts were, what their addresses and telephone numbers were, the survey dates, and survey times.

The instrument used in this survey is called the Parent Involvement Questionnaire (PIQ). It is the fourth edition of six variations that have been used in previous PIEP surveys. The PIQ is a self-report instrument consisting of 100 closed responses items, and it is divided into seven parts. It was specifically reviewed and revised for the 1985 survey to assure it contained clear directions, was at the sixth-grade reading level and could be compared with the previous surveys (See Attachment B).

Section I contains statements on general ideas about parent involvement, and parents are asked how much they agree or disagree with each statement. Section II contains school decisions in which parents may be interested in being involved, and parents are asked how interested they are in being involved in each decision. Section III lists seven parent involvement roles, and parents are asked how much interest they have in being involved in each one. Section IV is made up of parent involvement activities, and parents are asked how much they participate in each. Section V offers suggestions for improving parent involvement in the schools, and parents are asked how well each suggestion would work to increased parent involvement. Part VI lists reasons why parents become less involved in children's education when children enter high school, and parents are asked how much they agree with each reason. Part VII contains demographic items and requires respondents to check the appropriate response for each item or give a short answer.

As in previous versions of the PIQ, a Likert-type response scale is provided for Parts I-VI of the questionnaire. The scale varies in format for the different parts. In Parts I and VI a four-point scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree is provided. In Parts II and III a five-point scale of 1 = Definitely Not Interested to 5 = Definitely Interested is used. In Part IV the scale was revised so that respondents first answered how much they took part in this activity. Part VII remained primarily a "check the box" or "short answer" format. In Part V the scale of responses ranges from 1 = Definitely Would Not Work to 5 = Definitely Would Work. The words "not known" were changed to "Don't Know" for clarity.

A total of 1020 completed surveys were collected from the four large-sized city school districts. In addition, there were 43 surveys returned that were less than 80% complete. This made the total of returned surveys 1063. The projected goal for the large-sized city school districts was 1300, which results in a return rate of 75.9%. Attachment C shows the results from each school, each city, and the total returns.

b. Combining the large city parent involvement data with existing data

The first major task in meeting this objective was to prepare tables that described the expanded parent data base. The tables were organized into categories in order to facilitate the data analyses. These categories are: return rate of sample; characteristics of respondents; statements about parents; parent involvement decisions; parent involvement roles; parent involvement activities; suggestions about parent involvement; reasons why parents become less involved at high school; comparison of interest with participation and secondary analyses.

Exhibit 1 shows the number and percent of completed surveys in the expanded data base. The addition of 1020 surveys in 1985 has made the return rate for the total survey 73.8% (3103 completed surveys out of a projected goal of 4205).

Exhibits 2 and 3 describe the sample in terms of city size and ethnicity. The sample approximates the projected goal of achieving equal representation among large, medium, and small-sized cities in the region. The sample also represents the region in terms of white and minority respondents, with 59% of the sample being white and 41% being minority.

Exhibit 1

Number and Percent of Completed Surveys Compared by State

State	Sample Size	Completed Returns	Percent Returned
AR	210	111	52.9
LA	645	491	76.1
MS	285	196	68.8
NM	310	221	71.3
OK	395	153	38.7
TX	2360	1931	81.8
Total	4205	3103	73.8

Exhibit 2

Description of Sample by City Size

Size	Completed Returns	Percent Returned
Large	1321	42.6
Medium	680	21.9
Small	1102	35.5
Total	3103	100.0

Exhibit 3

Ethnicity of Sample Compared to the Nation and Region

	Nation	Region	Our Sample
White	73.3	61.9	59.0
Minority	26.7	38.1	41.0

Source For National and Regional Data: V.W. Plisko, ed. The Condition of Education, 1984 Edition (Washington, DC: National Center for Educational Statistics, 1984): 18, Table 1.3.

Exhibit 4 is a composite of all the demographic characteristics of the parents in the expanded survey. The results show that 83.6% of those surveyed were PTA members, 84.1% were female, 50.1% were between 30 and 39 years of age, 83.5% were married, and 88% had a high school education or more. Blacks represented 22.6% of the respondents and Hispanics represented 16.8%. The results also showed that 67.8% of the respondents worked part-time or full-time outside of the home and 91.3% of their spouses worked outside of the home. The survey was evenly distributed among family income levels with 35.6% earning less than $15,000, 26.5% earning between $15,000-25,000, and 37.9% earning over $25,000.

Parents' agreement with statements about parent involvement are depicted in Exhibit 5 . The statements in Exhibit 5 are arranged in the rank order of strength of agreement with the statement. Overall there was a strong, favorable response to parent involvement in education. The statement "I want to spend time helping my children get the best education," received an "agree" or "strongly agree" response from 99.3% of the parents. The statement receiving the least amount of agreement (only 10.6%) was: "I have little to do with my children's success in school." The mean response to each statement was also obtained and appears as Exhibit 6 .

Exhibit 7 shows the frequency and rank order of parents' interest in decisions about parent involvement. Fifty percent (50%) or more of the parents expressed interest in 13 of the 14 decisions. More than 80% of the parents expressed interest in four decisions: choosing classroom discipline methods, evaluating how well my children are learning, setting school behavior rules, and the amount of homework assigned. The mean response to each decision can be found in Exhibit 8 . Exhibit 9 lists the frequency of interest in all seven roles. More than 90% of the parents expressed interest in the traditional roles of audience, home tutor, and school program supporter. Exhibit 10 presents the mean response to each parent involvement role.

Exhibit 11 shows the frequency and rank order of participation in parent involvement activities. The activities with the highest amount of participation were traditional activities such as going to open house, helping with homework, visiting the school, and going to parent-teacher conferences. More than 82% of the parents participated in PTA meetings. Only 11% of the parents helped to hire or fire teachers and principals. Exhibit 12 shows the mean response to each activity.

Exhibit 13 shows parents' agreement with suggestions about improving parent involvement: All of the suggestions received agreement from more than 82% of the parents. The suggestion receiving the most agreement from parents was that of giving parents more information about children's success in school. Exhibit 14 shows the mean response to each suggestion.

Parents' agreement with reasons why they become less involved at high school is shown in Exhibit 15 . The top three reasons parents agreed with were: parents may not understand some of the courses

Exhibit 4

Characteristics of Responding Parents

Demographic Items (Total N=3103)[a]	Frequency (Number)[b]	Adjusted Frequency (Percent)[c]
1. PTA Affiliation		
a. Member	2548	83.6
b. Non-member	500	16.4
2. PTA Leadership		
a. Have been an officer	1312	43.1
b. Never been an officer	1735	56.9
3. School Board Membership		
a. Have been a member	165	5.5
b. Never been a member	2862	94.5
4. Gender		
a. Female	2553	84.1
b. Male	483	15.9
5. Age		
a. Less than 20	6	0.2
b. 20-29	494	17.0
c. 30-39	1717	59.1

[a] N=Number of respondents

[b] Frequency=The number of parents responding affirmatively to the item

[c] Adjusted Frequency=The percent of parents responding affirmatively to the item with missing data excluded in calculating the percentage

Exhibit 4 cont'd.

Characteristics of Responding Parents

Demographic Items (Total N=3103)[a]	Frequency (Number)[b]	Adjusted Frequency (Percent)[c]
d. 40-49	561	19.3
e. 50 or more	128	4.4
6. Number of Children		
a. 1-2	1739	57.8
b. 3-4	1019	33.8
c. 5-6	189	6.3
d. 7 or more	64	2.1
7. Marital Status		
a. Single Parent	498	16.5
b. Married (with spouse living at home)	2516	83.5
8. Highest Level of Education Completed		
a. Elementary School	115	3.8
b. Some High School	249	8.2
c. Finished High School	861	28.3
d. Some College	919	30.2
e. Finished College	548	18.0
f. Graduate Degree	348	11.4

[a] N=Number of respondents

[b] Frequency=The number of parents responding affirmatively to the item

[c] Adjusted Frequency=The percent of parents responding affirmatively to the item with missing data excluded in calculating the percentage

Exhibit 4 cont'd.

Characteristics of Responding Parents

Demographic Items (Total N=3103)[a]	Frequency (Number)[b]	Adjusted Frequency (Percent)[c]
9. Ethnicity		
a. Anglo	1779	59.0
b. Black	682	22.6
c. Hispanic	506	16.8
d. Asian	22	.7
e. American Indian	26	.9
10. Amount of Time Working Outside Home		
a. Full-time	1360	44.9
b. Part-time	693	22.9
c. Not at all	979	32.3
11. Amount of Time Spouse Works Outside Home		
a. Full-time	2285	84.9
b. Part-time	173	6.4
c. Not at all	232	8.6
12. Family Income Level[d]		
a. 0 - $15,000	348	35.6
b. $15,000 - $25,000	259	26.5
c. Over $25,000	371	37.9

[a] N=Number of respondents

[b] Frequency=The number of parents responding affirmatively to the item

[c] Adjusted Frequency=The percent of parents responding affirmatively to the item with missing data excluded in calculating the percentage

[d] Item included in 1985 survey only

Exhibit 5

Frequency and Rank Order of Agreement with Statements about Parent Involvement

Statements (Total N=3103)[a]	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
I want to spend time helping my children get the best education. (N=1011)[d]	1004	99.3	1
I cooperate with my children's teachers. (N=1002)[d]	985	98.3	2
I should make sure that my children do their homework. (N=3081)	3001	97.4	3
Teachers should give me ideas about helping my children with homework. (N=3079)	2961	96.2	4
I should be responsible for getting more involved in my children's school. (N=3050)	2919	95.7	5
I want teachers to send more information home about classroom learning activities. (N=3049)	2856	93.7	6
Parents should take part more in school decisions. (N=998)[d]	931	93.3	7
I usually feel at ease when I visit the school. (N=3057)	2792	91.3	8
I would help my children more with homework if I knew what to do. (N=3014)	2287	75.9	9
Teachers need to be trained for working with parents. (N=3033)	2205	72.7	10
I should help evaluate my children's teachers and principal. (N=989)[d]	710	71.8	11
School districts should make rules for involving parents. (N=999)[d]	704	70.5	12
I should have the final word in decisions about my children's education. (N=2999)	2109	70.3	13
Principals should be in charge of getting parents involved in the school. (N=3019)	1831	60.6	14

[a] N = Number of parents responding to the individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Exhibit 5 cont'd.

Frequency and Rank Order with Statements about Parent Involvement

Statements (Total N=3103)[a]	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
Teachers should be in charge of getting parents involved in the school. (N=3055)	1463	47.9	15
I have a hard time teaching some skills to my children like reading, math, and writing. (N=3064)	1530	49.3	16
I do not have enough training to help make school decisions. (N=3039)	1037	34.1	17
Working parents do not have time to be involved in school activities. (N=1011)[d]	297	29.4	18
Teachers have enough to do without also having to work with parents. (N=3044)	845	27.8	19
I have little to do with my children's success in school. (N=3047)	322	10.6	20

[a] N = Number of parents responding to the individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

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Exhibit 6

Mean Response and Rank Order of Agreement with Statements about Parent Involvement

Statements (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
I want to spend time helping my children get the best education.[d]	3.699	.482	1
I should make sure that my children do their homework.	3.632	.562	2
I cooperate with my children's teachers.[d]	3.551	.718	3
Teachers should give me ideas about helping my children with homework.	3.430	.595	4
I should be responsible for getting more involved in my children's school.	3.409	.595	5
Parents should take part more in school decisions.[d]	3.321	.627	6
I want teachers to send more information home about classroom learning activities.	3.298	.601	7
I usually feel at ease when I visit the school.	3.274	.674	8
I should have the final word in decisions about my children's education.	2.912	.814	9
I should help evaluate my children's teachers and principal.[d]	2.907	.871	10
I would help my children more with homework if I knew what to do.	2.907	.773	10
Teachers need to be trained for working with parents.	2.878	.746	11
School districts should make rules for involving parents.[d]	2.862	.838	12
Principals should be in charge of getting parents involved in the school.	2.690	.771	13
Teachers should be in charge of getting parents involved in the school.	2.517	.795	14
I have a hard time teaching some skills to my children like reading, math, and writing.	2.487	.842	15
I do not have enough training to help make school decisions.	2.217	.812	16

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Exhibit 6 cont'd.

Mean Response and Rank Order of Agreement with Statements about Parent Involvement

Statements (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
Working parents do not have time to be involved in school activities.[d]	2.133	.904	17
Teachers have enough to do without also having to work with parents.	2.114	.827	18
I have little to do with my children's success in school.	1.602	.774	19

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Exhibit 7

Frequency and Rank Order of Interest in Decisions about Parent Involvement

Decisions (Total N=3103)[a]	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
Choosing classroom discipline methods. (N=3057)	2544	83.2	1
Evaluating how well my children are learning. (N=3059)	2510	82.1	2
Setting school behavior rules. (N=3050)	2483	81.4	3
Amount of homework assigned. (N=3071)	2459	80.1	4
Setting school rules for grading and passing children. (N=1009)[d]	748	74.1	5
Evaluating how well principals and teachers do their job. (N=3068)	2218	72.3	6
Placing my children in Special Education. (N=3055)	2159	70.7	7
Selecting school textbooks and other learning materials. (N=3070)	2161	70.4	8
Deciding what's most important for the school budget. (N=3059)	2001	65.4	9
Making school desegregation plans. (N=3014)	1860	61.7	10
Helping the school decide what to teach and how. (N=1010)[d]	576	57.0	11
Having more multicultural/bilingual education in the school. (N=3059)	1733	56.7	12
Hiring principal and teachers. (N=3055)	1528	50.0	13
Firing principal and teachers. (N=3066)	1342	43.8	14

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Exhibit 8

Mean Response and Rank Order of Interest in Decisions about Parent Involvement

Decisions (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
Choosing classroom discipline methods.	4.275	.984	1
Evaluating how well my children are learning.	4.258	.984	2
Amount of homework assigned.	4.190	.991	3
Setting school behavior rules.	4.125	1.031	4
Placing my children in Special Education.	3.999	1.174	5
Evaluating how well principals and teachers do their job.	3.938	1.156	6
Setting school rules for grading and passing children.[d]	3.932	1.160	7
Selecting school textbooks and other learning materials.	3.918	1.091	8
Deciding what's most important for the school budget.	3.755	1.150	9
Making school desegregation plans.	3.621	1.324	10
Helping the school decide what to teach and how.[d]	3.573	1.298	11
Having more multicultural/bilingual education in the school.	3.534	1.291	12
Hiring principal and teachers.	3.352	1.330	13
Firing principal and teachers.	3.192	1.357	14

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Exhibit 9

Frequency and Rank Order of Interest in Parent Involvement Roles

Roles (Total N=3103)[a]	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc. (N=3055)	2929	95.9	1
Home Tutor - helping your children at home with school work or other educational activities. (N=3052)	2783	91.2	2
School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities. (N=3055)	2753	90.1	3
Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education. (N=3068)	2454	80.0	4
Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system. (N=3063)	2383	77.8	5
Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees. (N=3065)	2287	74.6	6
Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs. (N=3050)	1824	59.8	7

[a] N = Number of parents responding to the individual item.

[b] Frequency of Interest = The number of parents probably interested or strongly interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Exhibit 10

Mean Response and Rank Order of Participation in Parent Involvement Roles

Roles (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.703	.626	1
Home Tutor - helping your children at home with school work or other educational activities.	4.541	.832	2
School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.420	.888	3
Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.129	1.039	4
Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.128	1.046	5
Decision Maker - being on an advisory board, a school committee, or governing board or by giving your opinions to these boards or committees.	4.030	1.119	6
Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.483	1.439	7

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

Exhibit 11

Frequency and Rank Order of Participation in Parent Involvement Activities

Activities (Total N=3103)[a]	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank
Going to "open house" or special programs at school. (N=3046)	2919	95.8	1
Helping children with homework. (N=2908)	2674	92.0	2
Visiting the school to see what is happening. (N=3029)	2768	91.4	3
Going to parent/teacher conferences about your child's progress. (N=2996)	2737	91.4	3
Helping children learn with materials at home, for example, games, magazines, books, etc. (N=2976)	2526	85.3	4
Taking part in PTA meetings. (N=3025)	2494	82.4	5
Taking children to places of interest, for example, museums, libraries, art galleries, etc. (N=2976)	2425	81.5	6
Helping with school activities such as coffees, pot-luck suppers, fund raising, etc. (N=2973)	2400	80.7	7
Going with children and teachers on school field trips or picnics, or to parties. (N=2966)	2051	69.2	8
Going to workshops or other such educational activities for parents at the school. (N=2443)	1405	57.5	9
Going to classes at the school which help you teach your children at home. (N=2008)	1148	57.2	10
Organizing parent volunteer activities. (N=2876)	1501	52.2	11

[a] N = Number of parents responding to the individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

Exhibit 11 cont'd.

Frequency and Rank Order of Participation in Parent Involvement Activities

Activities (Total N=3103)[a]	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank
Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc. (N=2757)	1353	49.1	12
Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc. (N=2799)	1194	44.5	13
Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc. (N=2799)	1228	43.9	14
Giving ideas to the school board or school administration for making changes. (N=2855)	1069	37.4	15
Going to meeting of the school board. (N=2943)	1028	34.9	16
Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc. (N=2740)	847	30.9	17
Helping decide how well school programs work (like Title I, Follow through, ESAA, etc.) (N=2619)	748	28.6	18
Planning the school budget. (N=2686)	736	27.4	19
Helping to plan what will be taught in the school. (N=2538)	542	21.4	20
Helping to decide how well teachers and principals do their jobs. (N=2522)	506	20.1	21
Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc. (N=2712)	532	19.6	22
Helping to hire or fire teachers and principals. (N=2453)	271	11.0	23

[a] N=Number of parents responding to the individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

Exhibit 12

Mean Response and Rank Order of Participation in Parent Involvement Activities

Activities (N=3103)[a]	$\overline{X}$[b]	SD[c]	RANK
Going to "open house" or special programs at school.ool.	3.734	.579	1
Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.720	1.001	2
Going to parent/teacher conferences about your child's progress.	3.564	.772	3
Helping children with homework.	3.563	.768	4
Visiting the school to see what is happening.	3.485	.703	5
Taking part in PTA meetings.	3.347	.942	6
Helping children learn with materials at home, for example, games, magazines, books, etc.	3.325	.908	7
Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.163	.946	8
Going with children and teachers on school field trips or picnics, or to parties.	2.897	1.134	9
Going to workshops or other such educational activities for parents at the school.	2.611	1.194	10
Going to classes at the school which help you teach your children at home.	2.607	1.178	11
Organizing parent volunteer activties.	2.467	1.224	12
Working to improve the schools through community groups like neighborhood associations,	2.396	1.198	13
Helping teachers with classroom learning activities, for example, story telling, reading,	2.286	1.183	14
Helping in the school, for example, the library, reading center, playground, lunchroom,	2.263	1.228	15
Giving ideas to the school board or school administration for making changes.	2.059	1.125	16
Going to meeting of the school board.	2.020	1.125	17

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Exhibit 12 cont'd.

Mean Response and Rank Order of Participation in Parent Involvement Activities

Activities (N=3103)[a]	$\overline{X}$[b]	SD[c]	RANK
Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.852	1.088	18
Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.839	1.192	19
Planning the school budget.	1.797	1.111	20
Helping to plan what will be taught in the school.	1.629	1.004	21
Helping to decide how well teachers and principals do their jobs.	1.588	.982	22
Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.550	1.031	23
Helping to hire or fire teachers and principals.	1.331	.810	24

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Exhibit 13

Frequency and Rank Order of Agreement with Suggestions about Parent Involvement

Suggestions (Total N=3103)[a]	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
Giving parents more information about children's success in school. (N=3048)	2831	92.9	1
Making parents feel more welcome in the school. (N=3046)	2804	92.1	2
Helping parents to better understand the subjects being taught. (N=3040)	2742	90.2	3
Sending more information to parents about ways they could be involved. (N=3050)	2719	89.1	4
Having more activities which include children, parents and teachers. (N=3045)	2710	89.0	5
Asking parents in what ways they would like to be involved. (N=3035)	2691	88.7	6
Helping students understand that having their parents involved is important. (N=3043)	2700	88.7	6
Planning more school activities at times when working parents can come. (N=3044)	2683	88.1	7
Having informal meetings or activities where parents and school staff can get to know each other better. (N=3043)	2651	87.1	8
Giving parents activities they can do at home with their children. (N=3038)	2493	82.1	9

[a] N = Number of parents responding to the individual item.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestion.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Exhibit 14

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement

Suggestions (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
Giving parents more information about children's success in school.	4.391	.695	1
Making parents feel more welcome in the school.	4.369	.702	2
Having more activities which include children, parents and teachers.	4.289	.756	3
Helping parents to better understand the subjects being taught.	4.276	.714	4
Helping students understand that having their parents involved is important.	4.276	.776	4
Planning more school activities at times when working parents can come.	4.254	.819	5
Having informal meetings or activities where parents and school staff can get to know each other better.	4.221	.801	6
Asking parents in what ways they would like to be involved.	4.218	.776	7
Sending more information to parents about ways they could be involved.	4.166	.766	8
Giving parents activities they can do at home with their children.	4.085	.865	9

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)
[c] SD=Standard deviation

Exhibit 15

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School

Reasons (Total N=3103)[a]	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
Parents may not understand some of the courses taken in high school. (N=2957)	2406	81.4	1
Teachers don't ask parents to be involved in school as much. (N=2917)	2221	76.1	2
There are not as many parent/teacher conferences. (N=2844)	1997	70.2	3
There are not as many PTA activities for high school parents. (N=2829)	1948	68.9	4
Children do not want their parents involved when they get to high school. (N=2912)	1702	58.4	5
High school principals do not encourage parent involvement in the school. (N=2790)	1589	57.0	6
Parents can't leave smaller children alone at home. (N=2905)	1423	49.0	7
Parents do not have time to be involved in school activities and work at the same time. (N=2933)	1268	43.2	8
There are too many teachers to talk to. (N=2935)	880	30.0	9
The schools are too far away. (N=2942)	637	21.7	10

[a] N = Number of parents responding to the individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

taken in high school; teachers don't ask parents to be involved in school as much; and there are not as many parent/teacher conferences. Exhibit 16 shows the mean response to each reason.

In order to understand more about the expanded survey, comparisons were made between levels of interest in parent involvement roles and parents' reports of participation in related parent involvement activities. Exhibit 17 and Exhibit 18 show these comparisons. The most striking discrepancy between interest and participation appears in the role of decision-maker where 74.6% of the parents express interest in decision-making activities but less then 30% of the parents report any kind of participation in such decision-making.

Secondary analyses of the expanded survey were also conducted. Frequencies, adjusted frequencies, rank orders, and means were obtained by breaking down the survey into groups according to the following demographic characteristics: gender, ethnicity, educational level, marital status, family work status, city size, age, number of children, income, and year of survey . Tables were prepared to show the breakdowns using percentage and mean comparisons for each demographic variable. These tables are included as Attachment D through Attachment W .

To interpret these comparisons, a significance level of $p \leq .001$ was used to identify significant differences, and the eta square statistic was used as an estimate of the amount of variance that could be accounted for the difference. Attachment X shows the breakdown of item responses according to each demographic variable. Income, ethnicity, educational level, and city size breakdowns contained the greatest number of items that varied according to the demographic variable, although there were items that varied according to each demographic variable.

Examples of items that varied according to income level are:

Helping to hire or fire teachers and principals ($eta^2=.18$);

I have little to do with my children's success in school ($eta^2=.15$);

Helping to plan what will be taught in school ($eta^2=.15$);

Working as part time paid staff in school ($eta^2=.15$);

Helping to decide how well teachers and principals do their jobs ($eta^2=.14$);

Working parents do not have time to be involved in school activities ($eta^2=.13$);

I do not have enough training to help make school decisions ($eta^2=11$).

Examples of items that varied according to ethnicity are:

Exhibit 16

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School

Reasons (Total N=3103)[a]	$\bar{X}$[b]	SD[c]	RANK
Parents may not understand some of the courses taken in high school.	3.028	.741	1
Teachers don't ask parents to be involved in school as much.	2.935	.780	2
There are not as many PTA activities for high school parents.	2.830	.800	3
There are not as many parent/teacher conferences.	2.821	.761	4
High school principals do not encourage parent involvement in the school.	2.666	.849	5
Children do not want their parents involved when they get to high school.	2.644	.852	6
Parents can't leave smaller children alone at home.	2.502	.819	7
Parents do not have time to be involved in school activities and work at the same time.	2.387	.833	8
There are too many teachers to talk to.	2.218	.753	9
The schools are too far away.	2.111	.752	10

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

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Exhibit 17

Comparison by Percent of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities

(Total N=3103)

Role	Frequency of Interest[a]	Adjusted Frequency (Percent)	Related Parent Involvement Activities	Frequency of Participation[b]	Adjusted Frequency (Percent)
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	1824	58.5	1. Working full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	847	30.9
			19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, helth aide, etc.	532	19.6
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	2753	90.1	6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2400	80.7
			7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	1194	44.5
			8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	1228	43.9
			9. Going with children and teachers on school field trips or picnics, or to parties.	2051	69.2
			11. Organizing parent volunteer activities.	1501	52.2
			12. Taking part in PTA meetings.	2494	82.4

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested), Frequency of Interest is the number of parents responding with a 4 (probably interested) or a 5 (definitely interested).

[b] Using a four-point scale of 1 (never) to 4 (often), Frequency of Participation is the number of parents responding with a 3 (sometimes) or 4 (often).

Exhibit 17 cont'd.

Comparison by Percent of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities
(Total N=3103)

Role	Frequency of Interest[a]	Adjusted Frequency (Percent)	Related Parent Involvement Activities	Frequency of Participation[b]	Adjusted Frequency (Percent)
3. Home Tutor - helping your children at home with school work or other educational activities.	2783	91.2	2. Helping children with homework.	2674	92.0
			15. Helping children learn through the use of educational mateials at home, for example, games, magazines, books, etc.	2526	85.3
			16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	2425	81.5
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	2929	95.9	3. Visiting the school to see what is happening.	2768	91.4
			4. Going to "open house" or special programs at school.	2919	95.8
			22. Going to parent/teacher conferences about your child's progress.	2737	91.4
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	2383	77.8	17. Working to improve the school's through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc.	1353	49.1
			23. Giving ideas to the school board or school administration for making changes.	1069	37.4
			24. Going to meeting of the school board.	1028	34.9

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested), Frequency of Interest is the number of parents responding with a 4 (probably interested) or a 5 (definitely interested).

[b] Using a four-point scale of 1 (never) to 4 (often), Frequency of Participation is the number of parents responding with a 3 (sometimes) or 4 (often).

Exhibit 17 cont'd.

Comparison by Percent of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities
(Total N=3103)

Role	Frequency of Interest[a]	Adjusted Frequency (Percent)	Related Parent Involvement Activities	Frequency of Participation[b]	Adjusted Frequency (Percent)
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	2454	80.0	5. Going to classes at the school which help you teach your children at home.	1148	57.2
			10. Going to workshops or other such educational activities for parents at the school.	1405	57.5
7. Decision-Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	2287	74.6	13. Planning the school budget.	736	27.4
			14. Helping to plan what will be taught in the school.	542	21.4
			18. Helping decide how well school programs work (like TitleI, Follow Through, ESAA, etc.).	748	28.6
			20. Helping to decide how well teachers and principals do their jobs.	506	20.1
			21. Helping to hire or fire teachers and principals.	271	11.0

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested), Frequency of Interest is the number of parents responding with a 4 (probably interested) or a 5 (definitely interested).

[b] Using a four-point scale of 1 (never) to 4 (often), Frequency of Participation is the number of parents responding with a 3 (sometimes) or 4 (often).

Exhibit 18

Comparison by Means of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities

(Total N=3103)

Role	Mean[a]	S.D.	Related Parent Involvement Activities	Mean[b]	S.D.
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.483	1.439	1. Working full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.839	1.192
			19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, helth aide, etc.	1.550	1.031
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.420	.888	6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.720	1.001
			7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.286	1.183
			8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.263	1.228
			9. Going with children and teachers on school field trips or picnics, or to parties.	2.897	1.134
			11. Organizing parent volunteer activities.	2.467	1.224
			12. Taking part in PTA meetings.	3.347	.942

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested).
[b] Using a four-point scale of 1 (never) to 4 (often).

Exhibit 18 cont'd.

Comparison by Means of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities
(Total N=3103)

Role	Mean[a]	S.D.	Related Parent Involvement Activities	Mean[b]	S.D.
3. Home Tutor - helping your children at home with school work or other educational activities.	4.703	.832	2. Helping children with homework.	3.563	.768
			15. Helping children learn through the use of educational matelals at home, for example, games, magazines, books, etc.	3.325	.908
			16. Taking children to places of educational interest, for example, museums, libraries, art galleries, etc.	3.163	.946
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.703	.626	3. Visiting the school to see what is happening.	3.485	.703
			4. Going to "open house" or special programs at school.	3.734	.579
			22. Going to parent/teacher conferences about your child's progress.	3.564	.772
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.129	1.039	17. Working to improve the school's through community groups such as neighborhood associations, church organizations, LULAC, NAACP, etc.	2.396	1.198
			23. Giving ideas to the school board or school administration for making changes.	2.059	1.125
			24. Going to meeting of the school board.	2.020	1.125

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested).
[b] Using a four-point scale of 1 (never) to 4 (often).

Exhibit 18 cont'd.

Comparison by Means of Parents' Interest in Parent Involvement Roles with Their Participation in Related Parent Involvement Activities
(Total N=3103)

Role	Mean[a]	S.D.	Related Parent Involvement Activities	Mean[b]	S.D.
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.128	1.046	5. Going to classes at the school which help you teach your children at home.	2.607	1.178
			10. Going to workshops or other such educational activities for parents at the school.	2.611	1.194
7. Decision-Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.030	1.119	13. Planning the school budget.	1.797	1.111
			14. Helping to plan what will be taught in the school.	1.629	1.004
			18. Helping decide how well school programs work (like TitleI, Follow Through, ESAA, etc.).	1.629	1.008
			20. Helping to decide how well teachers and principals do their jobs.	1.588	.982
			21. Helping to hire or fire teachers and principals.	1.331	.810

[a] Using a five-point scale of 1 (definitely not interested) to 5 (definitely interested).

[b] Using a four-point scale of 1 (never) to 4 (often).

C. Comparing the expanded parent involvement data base with previous surveys of other key stakeholders

The next major task was to prepare appropriate comparison tables from the other stakeholder group previously surveyed. Since the survey instrument was different for each group previously surveyed, tables were prepared using the current Parent Involvement Questionnaire (PIQ) as the guide. Items that asked for the same data from different respondents were used to prepare these tables. The tables followed the sections of the PIQ and were organized into the following categories:

- Parents' Agreement Compared to Educators' Agreement with Statements about Parent Involvement;
- Parents' Interest in Compared to Educators' Perceived Usefulness of Parent Involvement in School Decisions;
- Parents' Interest in Compared to Educators' Perceived Importance of Parent Involvement Roles;
- Parents' Report of Participation in Parent Involvement Activities Compared with Educators' Report of Typical School Parent Involvement Activities;
- Parents' Interest in School Decisions Compared to Existing School Policies that Encourage Parent Involvement in School Decisions.

The next step was to compare the expanded parent data base with other stakeholder groups. Exhibit 19 shows what percentage of each respondent group (parents, teachers, principals, superintendents, school board presidents, state education agency officials, and teacher educators) agreed with statements about parent involvement. The statement from the PIQ is used as the reference guide, although it was not worded exactly the same on the other surveys. Strong levels of agreement across all of the respondent groups is evident for these statements: (1.) Teachers should give me ideas about helping my children with homework; (10.) I should make sure that my children do their homework; (14.) I cooperate with my children's teachers. Low levels of agreement cross all of the respondents groups is evident for two statements: (3.) Teachers have enough to do without also having to work with parents; and (17.) I have little to do with my children's success in the school.

There was disagreement among the respondents on six statements. These statements are: (2.) Teachers should be in charge of getting parents involved in the school; (7.) I usually feel at ease when I visit the school; (9.) I do not have enough training to make school decisions; (13.) I should have the final word in decisions about my children's education; (15.) I should be responsible for getting more involved in my children's school; (20.) I should help evaluate my children's teachers and principals.

Having more multicultural/bilingual education in the school (eta^2=.10);
Teachers should be in charge of getting parents involved in the school (eta^2=.08);

Going to "open house" or special programs at school (eta^2=.08);

Helping to hire or fire teachers and principals (eta^2=.08).

Examples of items that varied according to educational level are:

Working parents do not have time to be involved in school activities (eta^2=.14);

I have little to do with my children's success in school (eta^2=.10);

I do not have enough training to help make school decisions (eta^2=.09).

Examples of items that varied according to city size are:

Helping to hire or fire teachers and principals (eta^2=.06);

Evaluating how well by children are learning (eta^2=.06).

Although it is inappropriate to generalize, it appears that parents in this survey differ in their responses to items on the survey according to demographic variables. When one looks at the significant differences and then at the percentage of respondents agreeing from each sub-group, statements such as the following can be made:

> Parents in this sample with family income below $15,000 help to hire or fire teachers and principals significantly more often than parents with income above $15,000.
>
> Parents in this sample with less than a high school diploma agreed significantly more often with the statement "working parents do not have time to be involved in school activities."
>
> Parents in this sample who are Black or Hispanic expressed interest significantly more often in participating in decisions related to having more multicultural/bilingual education in the school than did Anglo parents.

Because these analyses are preliminary and not the central focus of the study, the above statements are listed as examples of the findings. More in-depth surveys are needed to confirm these findings. What this survey has done is point out the need for more intensive study of the relationship of demographic variables to parent involvement.

Exhibit 19

Parents' Agreement Compared to Educators' Agreement with Statements about Parent Involvement

Statements (Total N=7176)[a]	Parents (N=3103)	Teachers (N=881)	Principals (N=726)	Superintendents (N=1200)	School Board Presidents (N=662)	State Educ. Agency Officials (N=29)	Teacher Educators (N=575)
	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]
1. Teachers should give me ideas about helping my children with homework.	96.2	95.1	98.8	98.8	98.0	96.5	----
2. Teachers should be in charge of getting parents involved in the school.	47.9	70.0	83.4	60.2	48.9	69.0	56.9
3. Teachers have enough to do without also having to work with parents.	27.8	23.5	12.5	2.8	6.2	3.4	4.7
4. Teachers need to be trained for working with parents.	72.7	86.8	92.1	86.5	80.1	89.6	81.0
5. Principals should be in charge of getting parents involved in the school.	60.6	64.5	73.7	87.3	75.2	93.1	----
6. I want teachers to send more information home about classroom learning activities.	93.7	64.0	73.2	----	----	----	----
7. I usually feel at ease when I visit the school.	91.3	39.0	43.7	----	----	----	----
8. I have a hard time teaching some skills to my children like reading, math, and writing.	49.3	52.6	55.5	----	----	----	----
9. I do not have enough training to help make school decisions.	34.1	62.0	58.4	81.5	71.8	75.8	----
10. I should make sure that my children do their homework.	97.4	97.4	97.1	----	----	----	----
11. Working parents do not have time to be involved in school activities.	29.4	----	----	----	----	----	----

[a] N=Number of respondents.

[b] Adjusted Frequency = The percent of persons responding favorably to the individual statement with missing data excluded in calculating the percentage.

Exhibit 19 cont'd.

Parents' Agreement Compared to Educators' Agreement with Statements about Parent Involvement

Statements (Total N=7176)[a]	Parents (N=3103)	Teachers (N=881)	Principals (N=726)	Superintendents (N=1200)	School Board Presidents (N=662)	State Educ. Agency Officials (N=29)	Teacher Educators (N=575)
	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]
12. I would help my children more with homework if I knew what to do.	75.9	75.2	81.3	----	----	----	91.0
13. I should have the final word in decisions about my children's education.	70.3	21.3	18.2	21.9	22.7	41.3	47.7
14. I cooperate with my children's teachers.	98.3	89.4	95.3	----	----	----	96.2
15. I should be responsible for getting more involved in my children's school.	95.7	67.6	51.1	80.2	89.8	79.3	19.7
16. I want to spend time helping my children get the best education.	99.3	----	----	----	----	----	71.5
17. I have little to do with my children's success in school.	10.6	4.2	4.3	7.8	9.9	3.4	----
18. Parents should take part more in school decisions.	93.3	80.3	85.1	----	----	----	80.8
19. School districts should make rules for involving parents.	20.5	----	----	91.6	84.2	96.7	----
20. I should help evaluate my children's teachers and principal.	71.8	21.5	22.5	8.8	11.4	18.9	49.4

[a] N=Number of respondents.

[b] Adjusted Frequency = The percent of persons responding favorably to the individual statement with missing data excluded in calculating the percentage.

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Parents' interest in school decisions is compared to educators' perceived usefulness of parent involvement in school decisions in Exhibit 20 . For two decisions--(1.) parent involvement in the amount of homework assigned and (4.) placing children in special education--there was response similarity in the level of interest expressed by parents and the perceived usefulness of parent involvement by educators. With regard to other decisions, a great deal of response dissimilarity was evident when comparing the level of interest expressed by parents with the perceived level of usefulness expressed by educators for parent involvement. For example, response differences between parents' interest and educators' perceived usefulness were evident in decisions about (3.) selecting school textbooks and other learning materials, (6.) hiring principals and teachers, (7.) evaluating how well principals and teachers do their job, (9.) firing principals and teachers, (13.) setting school rules for grading and passing children, and (14.) helping decide what to teach and when. In all of these decisions, parents expressed more interest in participating in school decisions than educators felt such participation would be useful.

Interestingly, for the decision about parent involvement in evaluating how well their children are learning, 82.1% of the parents were interested, and 87.3% of the superintendents, 83.9% of the school board presidents, and 89.7% state education agency officials concurred that it would be useful. However, only 38.5% of the teachers and 45.2% of the principals thought such involvement by parents would be useful.

Parents' interest in parent involvement roles are compared to educators' perceived importance of these roles in Exhibit 21 . There was a match between parents' strong interest in the three traditional roles (school program supporter, home tutor, and audience) and educators' strong perceptions of the importance of those roles. There was disagreement about the role of decision-maker, with 74.6% of the parents expressing interest and only 44.8% of the teachers and 50.1% of the principals thinking the role was important.

Exhibit 22 shows parents' report of participation in parent involvement activities compared with educators' report of how typical the activities were in their schools. Two activities were consistently rated with both a high level of participation by parents and as a highly typical activity by educators. These two activities were: (4.) going to open house or special programs at school and (22.) going to parent/teacher conferences about children's progress.

Three activities were consistently rated low in terms of level of participation by parents and not being a typical involvement activity by educators. These activities were: (14.) helping to plan what will be taught in school; (18.) helping to decide how well teachers and principals do their job; and (21.) helping to hire or fire teachers and principals.

For several activities, there was a lack of concurrence between which activities parents reported participating in and educators

Exhibit 20

Parents' Interest in Compared to Educators' Perceived Usefulness of Parent Involvement in School Decisions

Decisions (Total N=7176)[a]	Parents (N=3103)	Teachers (N=881)	Principals (N=726)	Superintendents (N=1200)	School Board Presidents (N=662)	State Educ. Agency Officials (N=29)	Teacher Educators (N=575)
	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]
1. Amount of homework assigned.	80.1	61.2	69.8	76.7	72.5	89.7	66.6
2. Choosing classroom discipline methods.	83.2	58.0	59.0	65.2	63.8	82.8	67.8
3. Selecting school textbooks and other learning materials.	70.4	41.4	74.1	53.0	50.2	62.1	61.8
4. Placing my children in Special Education.	70.7	70.2	82.4	77.8	74.2	82.8	87.0
5. Evaluating how well my children are learning.	82.1	38.5	45.2	87.3	83.9	89.7	54.4
6. Hiring principal and teachers.	50.0	12.7	11.7	12.5	17.8	17.6	50.7
7. Evaluating how well principals and teachers do their job.	72.3	26.4	23.5	----	----	----	53.8
8. Deciding what's most important for the school budget.	65.4	42.2	44.2	52.4	45.6	72.4	----
9. Firing principal and teachers.	43.8	12.7	11.7	13.3	17.0	17.6	53.8
10. Having more multicultural/bilingual education in the school.	56.7	57.8	45.3	72.6	68.4	86.2	74.7
11. Making school desegregation plans.	61.7	57.7	62.0	74.6	63.8	83.1	77.6
12. Setting school behavior rules.	82.4	57.4	59.7	----	----	----	----
13. Setting school rules for grading and passing children.	74.1	35.7	41.4	----	----	----	71.6
14. Helping the school decide what to teach and how.	57.0	23.9	28.3	----	----	----	39.8

[a] N=Number of respondents.

[b] Adjusted Frequency = The percent of persons responding favorably to the individual statement with missing data excluded in calculating the percentage.

Exhibit 21

Parents' Interest in Compared to Educators' Perceived Importance of Parent Involvement Roles

Roles (Total N=7176)[a]	Parents (N=3103)	Teachers (N=801)	Principals (N=726)	Superintendents (N=1200)	School Board Presidents (N=662)	State Educ. Agency Officials (N=29)
	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]	Adjusted Frequency (Percent)[b]
1. Paid School Staff - work in the school as an aide, parent parent educator, assistant teacher, assistant librarian, or other such jobs.	59.8	72.3	67.3	71.5	66.4	96.4
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or a field trip, taking tickets at a fund-raising dinner, or such activities.	90.1	93.6	95.3	94.1	95.0	100.0
3. Home Tutor - helping your children at home with school work or other educational activities.	91.2	91.1	89.7	96.6	97.3	100.0
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	95.9	95.0	95.3	98.6	99.2	100.0
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	77.8	72.4	68.9	73.2	77.9	96.4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	80.0	85.8	87.8	63.7	62.3	78.6
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	74.6	44.8	50.1	74.1	73.2	96.4

[a] N=Number of respondents.

[b] Adjusted Frequency = The percent of persons responding favorably to the individual statement with missing data excluded in calculating the percentage.

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Exhibit 22

Parents' Report of Participation in Parent Involvement Activities Compared with Educators' Report of Typical School Parent Involvement Activities

Activities (Total N=6601)[a]	Parents (N=3103) Adjusted Frequency (Percent)	Teachers (N=881) Adjusted Frequency (Percent)	Principals (N=726) Adjusted Frequency (Percent)	Supts. (N=1200) Adjusted Frequency (Percent)	School Bd. Presidents (N=662) Adjusted Frequency (Percent)	State Educ. Agency Off. (N=29) Adjusted Frequency (Percent)
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	30.9	----	----	----	----	----
2. Helping children with homework.	92.0	60.9	75.0	98.4	98.6	82.1
3. Visiting the school to see what is happening.	91.4	44.2	61.5	91.1	85.0	82.1
4. Going to "open house" or special programs at school.	95.8	75.3	95.6	99.5	99.2	82.0
5. Going to classes at the school which help you teach your children at home.	57.2	23.5	39.7	39.1	34.8	75.0
6. Helping with school activities such as coffees, pot-luck suppers fund raising, etc.	80.7	49.8	58.0	87.8	90.1	50.0
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	44.5	33.2	49.6	48.0	40.6	71.4
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	43.9	31.5	43.7	----	----	----
9. Going with children and teachers on school field trips or picnics, or to parties.	69.2	72.8	88.2	96.4	96.5	53.6

[a] N=Number of respondents

[b] Adjusted Frequency=The percent of persons reporting parent participation in the individual activity with missing data excluded in calculating the percentage.

Exhibit 22 cont'd
Parents' Report of Participation in Parent Involvement Activities Compared with Educators' Report of Typical School Parent Involvement Activities

Activities (Total N=6601)[b]	Parents (N=3103) Adjusted Frequency (Percent)	Teachers (N=881) Adjusted Frequency (Percent)	Principals (N=726) Adjusted Frequency (Percent)	Supts. (N=1200) Adjusted Frequency (Percent)	School Bd. Presidents (N=662) Adj. Freq. (Percent)	State Educ. Agency Off. (N=29) Adj. Freq. (Percent)
10. Going to workshops or other such educational activvities for parents at the school.	57.5	24.4	41.6	42.4	37.3	71.4
11. Organizing parent volunteer activities.	52.2	----	----	70.8	69.7	95.7
12. Taking part in PTA meetings.	82.4	----	----	----	----	----
13. Planning the school budget.	27.4	13.9	11.6	18.0	16.4	71.7
14. Helping to plan what will be taught in the school.	21.4	12.6	19.4	----	----	----
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	85.3	42.3	58.3	----	----	----
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	81.5	----	----	----	----	----
17. Working to improve the schools through community groups like neighborhood associations, LULAC, NAACP, etc.	49.1	48.5	68.9	78.7	66.6	83.9
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	28.6	16.8	29.1	63.4	49.6	81.5

[a] N=Number of respondents

[b] Adjusted Frequency=The percent of persons reporting parent participation in the individual activity with missing data excluded in calculating the percentage.

Exhibit 22 cont'd.

Parents' Report of Participation in Parent Involvement Activities Compared with Educators' Report of Typical School Parent Involvement Activities

Activities (Total N=6601)[b]	Parents (N=3103) Adjusted Frequency (Percent)	Teachers (N=881) Adjusted Frequency (Percent)	Principals (N=726) Adjusted Frequency (Percent)	Supts. (N=1200) Adjusted Frequency (Percent)	School Bd. Presidents (N=662) Adj. Freq. (Percent)	State Educ. Agency Off. (N=29) Adj. Freq. (Percent)
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	19.6	----	----	----	----	----
20. Helping to decide how well teachers and principals do their jobs.	20.1	7.4	6.9	9.7	13.1	39.3
21. Helping to hire or fire teachers and principals.	11.0	6.1	3.6	2.4	2.9	7.1
22. Going to parent/teacher conferences about your child's progress.	91.4	83.5	89.6	98.0	96.8	95.8
23. Giving ideas to the school board or school administration for making changes.	37.4	34.9	54.5	93.7	72.1	92.9
24. Going to meeting of the school board.	34.9	----	----	----	----	----

[a] N=Number of respondents

[b] Adjusted Frequency=The percent of persons reporting parent participation in the individual activity with missing data excluded in calculating the percentage.

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reported as not typical activities in their schools. Regarding two activities, (5.) going to classes at the school that help parents teach their children and (15.) helping children learn with materials at home, parents reported more participation than educators thought was typical at their schools.

In other instances there were differences among educators about what were typical parent involvement activities. These included the following: (2.) helping children with homework; (3.) visiting the school to see what is happening; (6.) helping with school activities such as coffees, pot-luck suppers, fund-raising, etc.; (17.) working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.; (18.) helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.); and (23.) giving ideas to the school board or school administration for making changes.

Exhibit 23 compares parents' interest in school decisions to school/district policies that encourage parent involvement in school decisions. Overall, there are few formal, written policies related to parent involvement in school decisions. Only in the case of placing children in special education do more than eighty percent (80%) of the superintendents report the existence of formal policies. The next highest percentage of reported existence of formal policies by respondents occurs in the area of multicultural/bilingual education in the school.

Informal policies for evaluating how well children are learning reportedly exist, according to more than fifty percent (50%) of respondents. No policies are reported by more than fifty percent (50%) of the respondents for: (1.) selecting school textbooks and other learning materials; (4.) deciding what is most important for the school budget; and (7.) helping the school decide what to teach and how.

d. Refining the recommendations from the previous surveys

Implications and recommendations from the previous surveys were first re-examined to determine what changes were necessary after combining both parent survey results. Second, the combined results were studied to see what new outcomes have emerged.

Preliminary indications appear to support most of the implications that evolved from previous survey results, but certain subgroups of parents seem to feel more strongly about such aspects of parent involvement as (a) being responsible for getting involved; (b) ensuring children do homework; (c) wanting to help children get the best education; (d) participating more in curriculum and governance decision-making; (e) evaluating school staff; and (f) helping more with school/classroom discipline.

Stronger support also appears to be evident for the previously offered recommendations of (a) clearly defining parent involvement, (b) developing consensual, written parent involvement policies, (c) providing staff and financial resources for parent involvement

Exhibit 23

Parents' Interest in School Decisions Compared to Existing School Policies that Encourage Parent Involvement in School Decisions

Decisions (Total N=4994)[a]	Interest Adjusted Frequency (Percent)[b]	Formal Policies Adjusted Frequency (Percent)[b]			Informal Policies Adjusted Frequency (Percent)[b]			No Policy Adjusted Frequency (Percent)[b]		
	Reported by Parents (N=3103)	Reported by:			Reported by:			Reported by:		
		Supt. (N=1200)	Sch. Bd. Pres. (N=662)	State Ed. Agency Off. (N=29)	Supt. (N=1200)	Sch. Bd. Pres. (N=662)	State Ed. Agency Off. (N=29)	Supt. (N=1200)	Sch. Bd. Pres. (N=662)	State Ed. Agency Off. (N=29)
1. Selecting school textbooks and other learning materials.	70.4	10.8	9.2	18.5	26.2	23.8	22.2	63.1	67.0	40.7
2. Placing my children in Special Education.	70.7	88.0	64.7	92.9	7.9	23.0	3.6	4.1	12.1	----
3. Evaluating how well my children are learning.	82.1	36.9	41.2	17.9	54.7	50.5	32.0	8.4	8.3	35.7
4. Deciding what's most important for the school budget.	65.4	5.0	3.4	7.1	13.0	11.1	7.1	82.1	85.5	67.9
5. Having more multicultural/bilingual education in the school.	56.7	48.0	32.9	53.6	24.1	19.0	10.7	27.9	48.1	25.0
6. Setting school rules for grading and passing children.	74.1	15.1	12.7	10.7	38.6	32.2	14.3	46.3	55.5	53.6
7. Helping the school decide what to teach and how.	57.0	10.8	9.2	18.5	26.2	23.8	22.2	63.1	67.0	40.7

[a] N-Number of Respondents

[b] Adjusted Frequency-The percent of persons responding favorably to the individual decision with missing data excluded in calculating the percentage.

program implementation, (d) including parent involvement as part of teacher training, and (e) expanding the comprehensiveness and diversity of parent involvement programs. These implications and recommendations will be discussed in more detail in section E, Major Conclusions or Recommendations. Recommendations for each stakeholder groups were refined and prepared for dissemination.

D2. Conducting Collaborative Efforts

There were three major tasks involved in conducting collaborative efforts with project staff at Appalachian Educational Laboratory (AEL), Center for the Study of Schools (SCOS), and Far West Regional Educational Laboratory (FWL), regarding improvement of schools and education through parent involvement. First, project staff shared information about the survey with colleagues at the other Laboratories and Centers. Second, joint presentations were made at national meetings, and third the possibility of producing a state-of-the-art report was explored.

Information was shared with colleagues at the other Laboratories and Centers. An examination of the CEDaR Directory was made to determine which Laboratories and Centers have projects or programs that might benefit from receiving information about PIEP survey results. A total of 12 recipients were identified. Each of these received a cover letter (see Attachment Y) and executive summaries of reports from each survey's results. In response, PIEP has received related information in exchange from CSOS and AEL. A list of Labs and Centers to which PIEP has disseminated information thus far can be found in Attachment Y .

Joint presentations with other Laboratories and Centers were made on three occasions during FY85. In March, PIEP's director made a presentation entitled "Parent Involvement: Is There a Consensus Among Parents and Administrators?" at the 1985 Convention of the American Association of School Administrators in Dallas. PIEP staff made a joint presentation at the Annual Meeting of the American Educational Research Association in Chicago in April, entitled "Parent Involvement: From Research to Practice." Other participants were AEL and CSOS.

In November, PIEP staff made a presentation entitled "Meeting Parent Involvement Needs Through Parent Educator Partnership: Is It Possible?" at a national conference, Methods of Achieving Parent Partnerships, in Indianapolis. Other presenters included the Center for Early Adolescence, AEL, and CSOS.

Project staff have also worked to update PIEP's information/resource collection of parent involvement activities. Information was collected and reviewed for possible inclusion in a state-of-the-art report. Efforts to prepare such a report were deemed infeasible due to PAVAC decisions and the lack of moire information from other Labs and Centers regarding parent involvement. The information included in PIEP's FY84 Annual Report represents the most current state -of-the-art information with regard to parent involvement research.

D3. Disseminating project results

The tasks involved in the dissemination of PIEP's results included: preparing three quarterly reports and a final report for the National Institute of Education; preparing written documents for publication in appropriate newsletters, magazines, journals, and books concerning parent involvement in education; making presentations at local, state, and national meetings, and assisting in facilitation of expanded information exchange and network building.

In addition to the reports submitted to NIE, the following written publications have been prepared:
"Parent Involvement in Education." School Social Work Journal, accepted for publication.

"Enhancing Parent Involvement: Guidelines for Access to an Important Resource for School Administrators." Education and Urban Society, accepted for publication.

Developing Teacher/Parent Partnerships: Guidelines and Strategies for Training Teachers in Parent Involvement Skills. Austin, TX: Southwest Educational Development Laboratory, 1985. ED 225 289.

Research-Based Guidelines and Strategies to Train Teachers for Parent Involvement. Paper prepared for 1985 Annual meeting of American Educational Research Association. ED 255 524.

"Parent Involvement and the Elementary School Principal: Some Practical Guidelines," submitted for publication in NAESP's Streamlined Seminar Series, 1985.

A Survey of Parents in Large Cities. Austin, TX: Southwest Educational Development Laboratory, 1985.

"Parent Involvement: Is There a Consensus Among Parents and Administrators." Paper prepared for 1985 Convention of American Association of School Administrators; Dallas, TX, March 1985.

"Parent Involvement: Is There a Consensus Among Parents and Principals?" Paper prepared for 1985 convention of National Association of Elementary School Principals; Denver, CO, April 1985.

Information has also been disseminated to several individuals and organizations for possible publication in their newsletters, journals, books, etc. Among the recipients of PIEP information are:

Local PTA's in Dallas, Houston, San Antonio and New Orleans

Robert Cole, Assistant Director,

Parent Development/Parent Involvement Programs,
Southern University

Gene Ponthieux, Executive Director for Instruction, Louisiana
State Department of Education

Dr. Lillian Katz
ERIC

Dr. Oliver C. Moles
Coordinator
FAE/SIG AERA Presentations

Dr. Christianne Dean
Family Matters Project
Cornell University

Virginia Spatz
Institute for Responsive Education
"National Conference on Citizen Participation"

Ms. Elaine Stienkemeyer, President
National PTA
PTA Today
Dr. Ellen Lynn, Coordinator
Early Childhood Education Department
High Scope Educational Research Foundation

Dr. Richard Saxe, Professor
Department of Education, Administration and Supervision
University of Toledo

Mr. Dan Merenda
National Coalition for Parent Involvement in Education

Ms. Diane Castle, Head
Inservice Programs
Kansas State Department of Education

Dr. Jerold Bauch, Professor
George Peabody College for Teachers
Nashville, TN

Ms. Eilene Raiden
U.S. Department of Education
Washington, D.C.

Ms. Amy Cloud
Health Group
1330 Corporation

Mr. David Seeley, Author
Staten Island, NY

Ms. Theodora Ooms, Director
Parents As Partners
Washington, D.C.

Ms. Izona Warner, Director
Parents in Touch Program
Indianapolis Public Schools

Mr. Alejandro Perilla
National Council de La Raza

Secretary of Education's Office (Loye Miller)

USA Today (Sylvia Lang)

Education Daily (Susan Landers)

Boston Globe (Editorial)

Washington Post

New York Times (Fred Hechinger)

USA Today (Pat Ordovensky)

Mississippi Authority for Education TV (Michael Flanigan)

Institute for Responsive Education

Charles Steward Mott Foundation, Inc. (Pat Edwards)

Citizens Education Center Northwest, Seattle, WA (Lisa Shrestha)

New American School, New York City (Aaron Stern)

Emily Wurtz (NEI)

NEA Communications Division (Sam Pizzigati)

Coordinator of Guidance for Anne Arundel Public Schools
(Maryland - Curley Johnson)

Focus on the Family, Pasadena, (California - Diane Keller)

Presentations were made at the following local, state, and national meetings as a means of further sharing the results of the parent involvement research and parent involvement training guidelines derived from them:

"Parent Involvement: Is There a Consensus Among Parents and Administrators." 1985 Convention of American Association of School Administrators, March 8, 1985.

"Parent Involvement: Is There a Consensus Among Parents and Principals?" 1985 Convention of National Association of Elementary School Principals, April 2, 1985.

"Highlights From a Survey of Parents and Educators Concerning Parent Involvement. "1985 National PTA Convention, June 18, 1985.

"Parent Involvement: What The Research Says For Teachers." Annual Inservice Meeting of Texas State Teachers Association, January 18, 1985.

"Improving Parent Involvement in Education and Schools." Winter PTA Meeting of the Thornton Elementary School, Dallas, TX; February 26, 1985.

"Impacting Local Government," Leadership Education Conference: Texas Government; May 5, 1985.

"Parent Involvement: From Research to Practice." Annual Meeting of American Educational Research Association, April 1, 1985, Chicago, IL.

"Strengthening Parent Involvement Through Collaboration between the National Coalition of Title 1/Chapter 1 Parents and the Parent Teacher Association." Twelfth Annual In-Service Training Conference of the NCT1CIP, October 10, 1985, Houston, TX.

"Meeting Parent Involvement Needs Through Parent-Educator Partnerships: Is It Possible?" Methods of Achieving Parent Partnerships, November 18, 1985, Indianapolis.

Project staff have collaborated both within and outside the laboratory in order to assist in more information exchange and network building in the area of parent involvement in education. Within SEDL, Project staff have met with the Office of Institutional Communications to consider ways to share information about the Guidelines and Strategies for Training Teachers in Parent-Involvement Skills. A flyer was developed and other methods of information-sharing are being considered such as Project Briefs and press releases.

Project staff have provided information through the Office of Institutional Communications for sharing with other researchers and practitioners of NIE for use in its electronic bulletin board, "NEI News." Also, information has been provided for the Office of Institutional Communications to share with members of the CEDaR network.

Project staff also consulted with staff from the Regional Exchange and Regional Planning and Service Project. The major activity has been to help those staff and their advisory boards become aware of parent involvement activities both at SEDL and in the region. Project staff are exploring the possibility of sharing PIEP information with the Regional Exchange Project's Turnkey Workshop and Audiovisual teleconferencing efforts in the region.

Outside of SEDL, Project staff have helped facilitate information exchange and network building in several ways. Project MAPP (Methods of Achieving Parent Partnerships) in Indianapolis and the Family Matters Project at Cornell University have both utilized consultation from PIEP's director in developing their proposals about parent involvement.

Professor Gerald Brudenal of Florida State University requested PIEP assistance in field-testing a teacher training program utilizing the guidelines and strategies. Professor Jerald Bauch from the Betty Phillips Center for Parenthood Education also requested assistance in presenting approaches to training teachers about parent involvement at the National Association of Educators of Young Children Conference.

Information was mutually shared with Dr. Frank Montalvo of Our Lady of the Lake University and the Hispanic Secondary Education Project for the Ford Foundation. Jose Olive of National Association of Bilingual Educators also utilized PIEP's 1982 parent survey to help frame the questions for a NABE parent survey.

A list of additional activities that involve information exchange and/or expanded networking among individuals, agencies, organizations, and association is as follows:

- sharing survey executive summaries of our parent involvement research with the Mott Foundation in response to interest in parent involvement as an integral part of their community education projects.

- providing information via executive summaries of research reports to the Seattle Citizen Education Center Northwest in response to their request for survey data.

- forwarding executive summaries of our parent involvement research reports and a paper to the Mississippi Authority for Educational Television to assist in development of a series of TV programs regarding parent involvement.

- conducting a live radio talk show program in response to a request by Station KTRH in Houston for more information about the results of our parent involvement studies.

- sending information about parent involvement research outcomes and guidelines and strategies to the New American School in New York based upon a request for research based parent involvement teacher training materials.

- sharing executive summaries of our parent involvement reports to the Guidance Center for Anne Arundel County Public Schools (Maryland) as per their request for parent involvement research information.

- providing executive summaries of and paper about our parent involvement studies in response to request from the Office of Information at NIE.

- forwarding a copy of the parent involvement teacher training guidelines and strategies to reviewers who critiqued these materials in their draft stages (see Attachment Z for list of reviewers). sending executive summaries for parent involvement

- studies to Director of Planning, Round Rock, (Texas) Independent School District as followup to a meeting in which collaborative efforts with the Working Parents Project were discussed.

- sharing information with the National Council de La Raza in response to a request for information about parent involvement from the perspective of minority parents.

- sharing copies of the guides and strategies with college of education deans in region who accepted invitations to attend Nebraska College of Education Deans' Consortium Conference.

- providing summaries of expanded parent involvement survey results with participating PTAs in four large cities.

E. Major Conclusions and Recommendations

Project staff have made a concerted effort to translate the research findings from the review and analyses of the expanded data base to practice-based recommendations for the key stakeholders in parent involvements. Although the recommendations are similar for each group because of the underlying general assumptions, Project staff felt that the recommendations would be more useful if targeted to specific stakeholders.

The assumptions underlying all of the recommendations are:

1. Parents are important participants in the education of children and youth. Parent involvement in a child's education is a major factor for improving school effectiveness, the quality of education, and a child's academic success. Family participation relates to the eventual success of learners because it helps reinforce school learning, allows learners to relate home/community experiences to school activities, and enables education to tap a rich potential of resources and experience bases for its learning program. Parents should be partners in the educational process.

2. The attitudes of teachers and educators are critical to the development of effective parent involvement programs and activities. It is not enough to have knowledge and skills about parent involvement; understanding is also important. Teacher training about parent involvement for both preservice and inservice educators is essential.

3. Parent involvement is a developmental process that must evolve over time. The traditional activities of audience or school program supporter are at the beginning of the continuum and shared decision-making is at the other end of the continuum. Effective parent involvement must include a range of opportunities on this continuum.

4. Certain sub-groups of parents seem to feel more strongly about specific aspects of parent involvement, and thus it is critical that educators ask parents how they want to be involved in their children's education. Educators need to expand the comprehensiveness and diversity of parent involvement programs.

5. In each building, school, and district educators, parents, and community members need to meet to clearly define parent involvement and to develop concensual, written parent involvement policies.

6. School districts need to provide staff and financial resources for parent involvement program implementation.

Recommendations for Administrators for Enhancing Parent Involvement in Education

A review and analysis of results from the surveys has led us to offer the following recommendations for administrators as a means of enhancing fuller parent participation in the education of their children at home and at school:

- Administrators need to look beyond traditional ways of working with parents. Superintendents and school board presidents need to be aware that parents are interested in both the traditional and the shared decisionmaking forms of parent involvement.

- Administrators need to collaborate with parents to develop a clear statement about the goals of parent involvement in their school. The statement needs to be based on the premise that parents are equally as important to children's academic success as educators.

- School district policies encouraging parent involvement need to be put in writing and formalized. Responses from the superintendents' and school board presidents' surveys indicate that the existence of formal, written policies encouraging parent involvement is related to increased parent activities at a variety of levels in schools.

- In addition to providing induction, preservice, and inservice training for teachers, school administrators also should participate in parent involvement training activities. If administrators are not aware of the benefits of parent involvement and/or are not skilled in working with parents, they may set norms that discourage teachers from using the involvement skills and knowledge they have acquired. SEDL (1985) has developed a set of guidelines and strategies that may be useful in training teachers and administrators to develop partnerships with parents.

- Administrators need to ask parents how they want to be involved with their children's education. Survey results indicate that parents have a range of interests and may be more sophisticated than educators perceive them to be.

- Based on the interests of parents, administrators need to make certain that a variety of opportunities are available for parent involvement in the schools. Administrators should be sensitive to parents' skill levels, estimates of available time, work schedules, and individual preferences as they plan with parents to develop the most appropriate parent involvement activities.

- Administrators will need to help ensure that parents are more fully involved at all levels of the educational system. To facilitate this, administrators should make certain that parents are provided more information, more opportunities to share insights or concerns, and more training for partnership roles with school staff in the education of children.

- In establishing the framework for school district parent involvement programs, administrators will need to view the various types of parent involvement as a developmental sequence from both schools/districts' and parents' point of view. Therefore, administrators should be sensitive to the fact that increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both educators and parents than increasing the involvement of parents regarding such roles as home tutors, decisionmakers, advocates, or co-learners.

- Administrators need to make available the appropriate kinds of resources for parent involvement efforts. In particular, there should be staff, space, and monetary resources identified and allocated for the implementation of effective parent involvement efforts. The provision of these resources will help emphasize the importance of parent involvement in education and demonstrate a commitment to its success.

Recommendations for Teacher Educators about Training Teachers for Parent Involvement

A review and analysis of results from the surveys has led us to offer the following recommendations for teacher educators as a means of enhancing fuller parent participation in the education of their children at home and at school:

- Parent involvement at both the preservice and inservice elementary teacher training level should be a developmental sequence that progresses from learning about the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide assistance to parents, and then toward the types where parents and school staff work together essentially as partners in education.

- Preservice elementary teacher education as well as inservice teacher staff development must, as a priority, focus on providing participants with an overview of, or background about, the parent involvement movement as well as providing them with knowledge, understanding, and skills regarding major aspects of parent involvement in education (e.g. the personal, practical, and conceptual frameworks as developed by SEDL (1985)).

- Teacher educators must provide parent involvement training experiences, for elementary preservice and inservice/teachers that stress parent involvement as an integral part of their preparation, rather than an attachment to it. As such, teachers will need to learn how to enhance teaching and learning success; how to develop better, more of a partnership with parents; how to help develop broader community support for the schools; and how to make cooperation between home and school more synergistic.

- The parent-involvement teacher training sequence needs to include specific knowledge bases related to the various kinds and levels of parent involvement. For example: teachers should be taught the differences between teaching children in the classroom and teaching or working with their adult parents to help them become more involved as home tutors.

- After preservice and inservice teachers examine and identify their attitudes toward parent involvement, broaden their perspectives concerning the value/impact of parent involvement, and acquire the relevant knowledge and understandings regarding the main kinds of parent involvement, they should be provided practical opportunities or experiences to develop and sharpen skills in working with parents.

- Inservice parent-involvement teacher training--in order to more effectively enhance teachers' knowledge, understandings, skills, attitudes, and motivations for working more collegially with parents--will need to consist of a series of sequenced workshops rather than a one-day, one-time workshop effort.

- Teacher educators must include principals and other administrators in parent involvement training, as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge acquired regarding parent involvement.

- To help school districts develop better relations with parents and work with them as partners in education, teacher educators should emphasize with leaders the importance of spelling out the commitment to parent involvement through formal, written policies. Responses from our superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- Teacher educators should help teachers view various types of parent involvement as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- Teacher educators need to advocate that school district, building, and/or classroom parent-involvement efforts establish program activities based on the premise that parents are as equally important to children's academic success as educators. This will necessitate working with parents to help increase their participation at all levels of the educational process.

- Teacher educators need to stress that parents need more involvement in education so that they can (a) strengthen the capacity of their families to establish appropriate learning environments, (b) provide meaningful home learning experiences, and (c) support/reinforce school learning activities.

- Teacher training should include an emphasis on providing parents with more educational information, more opportunities to share their insights/concerns, and more training, as needed, for the roles with which they can, or wish to be involved in education. This can serve as a means of strengthening parents' ability and partnership status in the education of their children.

Recommendations for Parents for Enhancing Parent Involvement in Education

The results from our surveys suggest that parents can do several things to become more involved in their children's education. These included the following:

1. Ask teachers for ideas about things to help children learn at home and/or do homework.
2. Ask principal to provide involvement training for parents who want it.
3. Tell your children how important it is that teachers and you help with their education.
4. Ask teachers to tell children how important parents are in their education.
5. Tell principals and teachers what your skills and interests are regarding parent involvement.
6. Tell principals and teachers what your skills and interests are regarding parent involvement.
7. Tell principals and teachers how much interest you have in making school decisions and which ones you would like to help make.
8. Ask principals and teachers to discuss with you their feelings and ideas about parent involvement.
9. Try to be involved in different school activities and not the same ones always.
10. Choose the parent involvement role or roles that are best for you.
11. Tell principals and teachers that you want to be a partner with them in improving schools and education for your community as well as the city.
12. Discuss ideas with other parents and citizens in the community about getting more of them involved to improve schools and education.

Recommendations for Teachers for Enhancing Parent Involvement in Education

A review and analysis of results from the surveys has led us to offer the following recommendations for teachers as a means of enhancing full parent participation in the education of their children at home and at school:

- Teachers need to look beyond traditional ways of working with parents. More awareness is needed on the part of teachers regarding parents' interest in sharing both the traditional and decision-making forms of parent involvement.

- In helping to establish the framework for parent involvement programs, teachers will need to view the various types of parent involvement as a developmental sequence from both teachers' and parents' point of view. Therefore, teachers should know and understand that increasing parent involvement in certain involvement roles of will require comparatively less effort and skill on the part of both teachers and parents than increasing the involvement of parents regarding those roles with which they have had little or no opportunities for participation.

- Teachers need to work collaboratively with parents and principals to develop a clear statement about the goals of parent involvement in their school. The statement needs to indicate that parents are equally as important to children's academic success educators.

- Teachers also need to find out how they want to be involved with their children's education both at home and at school. Survey results indicate that parents have a wide range of interests and may be able to be more involved than educators think they can.

- Based on the interests of parents, teachers need to help make certain that a variety of opportunities are available for parent involvement in classrooms and schools. Teachers should know what the skill levels, time availability, work schedules, and individual involvement preferences or interest of parents are as they plan, with parents, to develop effective parent involvement activities or programs.

- Teachers can help ensure that parents are more fully involved at all levels of the educational system by providing them more information, giving them opportunities to share concerns/insights, and advocating more parent training for partnership roles with school staff in the education of children.

- Teachers can enhance parent involvement by participating in preservice and inservice parent involvement preparation activities that help develop better partnerships with parents.

- Teachers can help provide induction orientation in the area of parent involvement for new teachers. By modeling appropriate and effective ways of working with parents, teachers can help in developing and implementing effective parent involvement efforts.

- Teachers can advocate the need for formal, written school policies encouraging parent involvement. These policies can help teachers to explain the school's approach to parent involvement and to develop, then implement within the framework of the school and district.

- Teachers need to provide parents with ideas about things to help children learn at home and/or do homework. Teachers should also give parents suggestions about extending school learning activities in the home.

- Teachers should help children understand how important it is for both parents and teachers to be involved with their education. This will help children see parents and teachers as partners in their schooling.

- Teachers should work with principals and parents to better understand and then help overcome the barriers to open communications between parents and teachers or other school staff.

Recommendations for Principals for Enhancing Parent Involvement in Education

A review and analysis of results from the surveys has led us to offer the following recommendations for principals as a means of enhancing full parent participation in the education of their children at home and at school:

- Principals must envision ways of working with parents that go beyond those of the traditional order. In doing so, principals must be aware that parents are interested in all forms and all levels of parent involvement regarding schools.

- In establishing an atmosphere for broader parent involvement programs, principals must envision parent involvement as a developmental process on the part of teachers and parents. Therefore, principals should know and understand some parents will start with the more traditional kinds of parent involvement and grow or move into increasingly more sophisticated participation. Their skills and interest increase as they experience success and satisfaction from this level of involvement. Other parents can begin with higher order types of involvement and increase this to broader participation at the school, district or state level.

- Principals need to collaborate with parents and teachers in developing a clear statement about the goals of parent involvement in their school. The statement should clearly indicate that parents are equally as important to children's academic or school success as educators.

- Principals should advocate for and help develop formal, written school district policies encouraging parent involvement. School superintendents, Central Office staff, school board and state education agencies need such input to help ensure that such policies will facilitate increased parent involvement.

- In addition to providing parent involvement and inservice training opportunities for teachers, principals also should participate in such activities. Principals need to be aware of the benefits of parent involvement and be skilled in working with parents so they do not set norms or create environments that prevent teachers from involving parents and discourages parents from becoming more involved.

- Principals should ask parents how they want to be involved in their children's education. Survey results indicate that parents have a wider range of interests than principals deem useful or perceive them to have. Principals need to capitalize on these "unknown" parent interests as a way of improving their involvement in schools.

- Based on parents' interests, principals need to make a variety of home and school parent involvement opportunities available. This requires principals to be sensitive to the skill levels, time of availability, work schedules, and individual interests/preferences as they plan and develop with parents more meaningful parent involvement activities.

- Principals will need to help ensure that parents are more fully involved at all levels of the educational system. To facilitate this, principals should make certain that parents are provided more information, more opportunities to share insights or concerns, and more training for partnership roles with school staff in the education of children.

- Principals need to make available the appropriate kinds of resources for parent involvement efforts. In particular, there should be staff, space, and monetary resources identified and allocated for the implementation of effective parent involvement efforts. The provision of these resources will help emphasize the importance of parent involvement in education and demonstrate a commitment to its success.

- Principals can encourage teachers to provide parents with ideas for helping children learn at home and/or do homework. Principals can help ensure that teachers give parents suggestions for home learning activities.

- Principals need to stress with children how important it is for both their parents and teachers help with education. Principals need to make it clear that they want and encourage parents to visit the school and become part of children's schooling.

- Principals should work closely with school staff and parents to reduce the barriers to more open communications and expand the opportunities for more partnership activities that benefit children's learning.

F. Significance of Project Accomplishments

The expanded date base of information from parents in large cities is significant for several reasons. First, the additional data has provided local school educators with more complete information about the attitudes and current practices related to the involvement of parents from rural, suburban and urban areas in our region. Local school educators in the region will find these results useful in developing or improving their parent involvement programs. These educators can also use the information as a guide to planning specific types of parent involvement activities that are directed toward the specific interests, skills and time/work schedules of parents. Teacher educators will find the information helpful in preparing prospective as well as inservice teachers to work more effectively in the area of parent involvement.

The expanded data base has made it easier to make more valid conclusions about the barriers to parent involvement in various geographic locations within the region. The attitudes of specific parent subgroups toward opinions about, and participation in, parent involvement activities. The expanded data base has been particularly successful in providing a description of parent involvement attitudes and activities among low socioeconomic status families and minority families. Information from these families is often not obtained, yet it is crucial to the development of more effective parent involvement programs.

The expanded data base has also facilitated the process of making more accurate comparisons among parents and educators. This updated information enhances the framework used in developing the guidelines and strategies for training teachers about parent involvement.

The collaboration with other research institutions has enhanced the PIEP's opportunities to meet and compare notes with research colleagues. The exchange of ideas has produced a better understanding of the current work being done in parent involvement and has led to a greater appreciation of the work of other institutions. The exchange of research reports has also made the work of all the Labs and Centers more widely available in all parts of the country.

The dissemination efforts of the project have attempted to be relevant to the day-to-day activities in schools. The PIEP has disseminated not only specific research findings and analyses of the data base, but PIEP has also disseminated implications of those findings and analyses in the form of recommendations for educators and parents. Specific recommendations were targeted to each stakeholder group (teacher educators, administrators, parents, teachers, and principals). The information disseminated has been an up-to-date view of parent involvement in SEDL's region.

The significance of all of the project's activities is most evident in the expansion of parent involvement in education. The kind of interface and collaboration that the recommendations specify for improving children's educational experience have helped increase the potential and opportunities for developing more effective family, school, and community partnerships to improve schools and education.

G. Deliverables

1. Three quarterly progress reports submitted February 28, 1985, May 31, 1985, and August 31, 1985.
2. One annual report of project work submitted November 30, 1985 (10 copies).
3. An executive summary of the Parent Involvement in Education Annual Report for fiscal year 1985.

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I

ATTACHMENTS

A

1985 SURVEY SCHEDULE

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates											
	January				February				March			
	7-10	14-18	21-25	28-31	4-8	11-15	18-22	25-28	4-8	11-15	18-22	25-29
A. Dallas, TX 1. Lida Hooe Elementary School 2419 Gladstone Dallas, TX 75211 (214) 339-5141 Principal: Jim Ross PTA Pres.: Judy Cortinas 2610 Gladstone Dallas, Texas 75211 (214) 331-1893 (H)							2/21/85	(DW)				
2. Pershing Elementary School 5715 Meaders Lane Dallas, TX 75229 (214) 691-4921 Principal: Ms. Mary Paulos PTA Pres.: Judy & Bill Erickson 5220 Boca Raton Dallas, Texas 75229 (214) 987-1559 (H)	1/9/85											
3. Anson Jones Elem. School 3901 Meredith Street Dallas, TX 75211 (214) 337-4749 Principal: Richard Malquez PTA Pres.: Ms. Pat Macias Dallas, TX (214) 330-6093 (H)		1/15/85										

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates											
	January				February				March			
	7-10	14-18	21-25	28-31	4-8	11-15	18-22	25-28	4-8	11-15	18-22	25-29
4. Thornton Elementary School 6011 Old Ox Road Dallas, TX 75241 (214) 376-8271 Principal: Mr. Farris Shop PTA Pres.: Rev Otis Daniels 5718 Lazy River Dallas, TX 75241 (214) 372-3301 (H) (214) 637-0942 (O)							2/26/85	(DW)				
B. New Orleans, LA												
5. Ray Abrams Elementary School 6519 Virgilian Street New Orleans, LA 70126 (504) 242-5168 Principal: Ms. Marilyn Clay PTA Pres.: Marie Gaspard 4966 Pecan Street New Orleans, LA 70126 (504) 241-2600											3/19/85	(DW)
6. Henry W. Allen Elementary School 428 Broadway New Orleans, LA 70115 (504) 866-5801 Principal: Ethel Nicholas PTA Pres.: Ann Zanders 2311 Peniston Street New Orleans, LA 70115 (504) 899-3224						2/14/85	(DW)					

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates											
	January				February				March			
	7-10	14-18	21-25	28-31	4-8	11-15	18-22	25-28	4-8	11-15	18-22	25-29
7. Paul L. Dunbar Elementary School 9330 Forshey Street New Orleans, LA 70118 Principal: Alexander Brumfield PTA Pres.: Debra Atkins 2900 Live Oak Street New Orleans, LA 70118 (504) 488-9816												3/26/8 (DW)
8. Medard H. Nelson Elementary School 1300 Milton Street New Orleans, LA 70122 Principal: Joseph Taylor PTA Pres.: Helen Pellerin 1417 Senate Street New Orleans, LA 70122 (504) 282-5469						2/15/85 (DW)						
C. San Antonio, TX												
9. Hoelscher Elementary School 1602 W. Thompson San Antonio, TX 78266 Principal: Margaret Harvey PTA Pres.: Margarat Terrazas 222 W. Bedford San Antonio, TX 78266 (512) 433-4803						2/12/85 (DW)						

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates											
	January				February				March			
	7-10	14-18	21-25	28-31	4-8	11-15	18-22	25-28	4-8	11-15	18-22	25-29
10. Stafford Elementary School 611 S.W. 36th Street San Antonio, TX 78237 (512) 433-4412 Principal: Lucianna Cristadora PTA Pres.: Abby Rodriguez 230 Joe Blanks San Antonio, TX 78237 (512) 434-8406			1/24/85	(NC/DW)								
11. Winston Elementary School 2500 S. General McMullen San Antonio, TX 78226 (512) 433-4682 Principal: Naomi Brown PTA Pres.: Ray Famble 510-A Croyden Avenue San Antonio, TX 78226 (512) 925-2816										3/12/85?		
12. Scheh Elementary School 906 March Avenue San Antonio, TX 78214 (512) 924-3301 Principal: Mr. Slavitch PTA Pres.: Mary Ornelas									3/5/85	(NC)		
13. Douglas Elementary School 318 Martin Luther King San Antonio, Texas 78203 (512) 533-9931 Principal: Donald McClure PTA Pres.: Eugene Cortez (512) 532-4351												3/27/8 (NC)

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates					
	April					
	1-5	8-12	15-19	22-26	29-30	
D. Houston, TX						
14. Garden Villa Elem. School 7185 Santa Fe Houston, Texas 77061 (713) 645-1561 Principal: Richard Werlin PTA Pres.: Alicia Perez 7157 Evans Houston, Texas 77061 (713) 649-4588	4/2/85	(DW/IG)?				
15. Scroggins Elementary School 400 Hoyles Houston, Texas 77020 (713) 675-1043 Principal: Lydia Cordova PTA Pres.: Tommie Banks 3700 Tierwester Houston, Texas 77004 (713) 748-6699	4/2/85	(DW/IG)?				

SCHEDULE OF VISITS FOR CONDUCTING PARENT INVOLVEMENT SURVEYS

Location and Contact Information	Dates											
	January				February				March			
	7-10	14-18	21-25	28-31	4-8	11-15	18-22	25-28	4-8	11-15	18-22	25-29
16. Lewis Elementary School 7649 Rockhill Houston, Texas 77061 (713) 649-2375 Principal: Sue Ann Payne PTA Pres.: Crystal Johnson Houston, Texas (713) 484-1633 (H) (713) 649-2375 (O)										3/12/85	(NC)	
17. Frost Elementary School 5650 Selwsky Houston, Texas 77048 (713) 734-1757 Principal: Thomas Manney PTA Pres.: Hallie Godsey 10611 Faircroft Houston, Texas 77048 (713) 734-2211							2/25/85	(NC)				
18. Benbrook Elementary School 4026 Bolin Houston, Texas 77092 (713) 686-8970 Principal: Mary Polhemus PTA Pres.: Kathy Parker (713) 681-8245 Also Bernice Spence, Program Chairman						2/12/85	(NC)					

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B

PARENT INVOLVEMENT QUESTIONNAIRE

Winter, 1985

Dear Parent:

We are working through the state and local PTAs in six states to gather information from parents about parent involvement. So far, we have received the same kind of information from teacher educators, teachers, principals, and school administrators in these states. Now it is your chance.

We appreciate the support and cooperation from the PTAs and you in helping us get this information. Your answers will be kept confidential.

Directions for filling out the questionnaire are at the beginning of each section in this instrument. Remember, please answer based upon your own feelings and experiences. Thank you very much for helping us, and we appreciate your taking time to do so.

Sincerely,

David L. Williams, Jr. (Dr.)
Director
Division of Family, School,
and Community Studies

PARENT INVOLVEMENT IN EDUCATION

PART I - GENERAL IDEAS ABOUT PARENT INVOLVEMENT

There are many ideas about parents being involved in their children's education. Some of these ideas are listed below.

How much do you agree or disagree with each statement which follows?

Circle ○ the number of your answer.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers should give me ideas about helping my children with homework	1	2	3	4
2. Teachers should be in charge of getting parents involved in the school	1	2	3	4
3. Teachers have enough to do without also having to work with parents	1	2	3	4
4. Teachers need to be trained for working with parents	1	2	3	4
5. Principals should be in charge of getting parents involved in the school	1	2	3	4
6. I want teachers to send more information home about classroom learning activities	1	2	3	4
7. I usually feel at ease when I visit the school	1	2	3	4
8. I have a hard time teaching some skills to my children like reading, math, and writing	1	2	3	4
9. I do not have enough training to help make school decisions	1	2	3	4
10. I should make sure that my children do their homework	1	2	3	4

NEXT PAGE, PLEASE

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Working parents do not have time to be involved in school activities......	1	2	3	4
12. I would help my children more with homework if I knew what to do............	1	2	3	4
13. I should have the final word in decisions about my children's education................................	1	2	3	4
14. I cooperate with my children's teachers.................................	1	2	3	4
15. I should be responsible for getting more involved in my children's school...................................	1	2	3	4
16. I want to spend time helping my children get the best education..........	1	2	3	4
17. I have little to do with my children's success in school.......................	1	2	3	4
18. Parents should take part more in school decisions........................	1	2	3	4
19. School districts should make rules for involving parents....................	1	2	3	4
20. I should help evaluate my children's teachers and principal....................	1	2	3	4

NEXT PAGE, PLEASE

PART II - PARENT INVOLVEMENT IN SCHOOL DECISIONS

Some people feel that parents are interested in helping to make certain school decisions.

How interested are you in being involved in these decisions?

Circle ○ the number of your answer.

Decisions	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1. Amount of homework assigned..................	1	2	3	4	5
2. Choosing classroom discipline methods.......	1	2	3	4	5
3. Selecting school textbooks and other learning materials.......	1	2	3	4	5
4. Placing my children in Special Education.....	1	2	3	4	5
5. Evaluating how well my children are learning..................	1	2	3	4	5
6. Hiring principal and teachers..................	1	2	3	4	5
7. Evaluating how well principals and teachers do their job.............	1	2	3	4	5
8. Deciding what's most important for the school budget............	1	2	3	4	5
9. Firing principal and teachers.................	1	2	3	4	5
10. Having more multicultural/bilingual education in the school................	1	2	3	4	5

NEXT PAGE, PLEASE

Decisions	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
11. Making school desegregation plans......	1	2	3	4	5
12. Setting school behavior rules...........	1	2	3	4	5
13. Setting school rules for grading and passing children..................	1	2	3	4	5
14. Helping the school decide what to teach and how..................	1	2	3	4	5

NEXT PAGE, PLEASE

PART III - PARENT INVOLVEMENT ROLES

Parents can be involved in their child's education in several ways.

Look at the roles below and tell how much interest you have in being involved in each one.

Circle ○ the number of your answer.

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs................	1	2	3	4	5
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.......	1	2	3	4	5
3. Home Tutor - helping your children at home with school work or other educational activities...	1	2	3	4	5
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.....	1	2	3	4	5

NEXT PAGE, PLEASE

Roles	Definitely Not Interested	Probably Not Interested	Not Sure	Probably Interested	Definitely Interested
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system	1	2	3	4	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education	1	2	3	4	5
7. Decision Maker - being on an advisory board, a school commitee, or governing board; or by giving your opinions to these boards or committees	1	2	3	4	5

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PART IV - PARENT INVOLVEMENT ACTIVITIES

Look at each activity.
If your school does not have this activity, circle ○ "zero" in the column, "Don't have this."
If your school does have this activity, circle ○ the number telling how much you take part in this activity.

Activities	Does Not Have This	Does Have, and I take part:			
		Never	Seldom	Sometimes	Often
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.................	0	1	2	3	4
2. Helping children with homework..................	0	1	2	3	4
3. Visiting the school to see what is happening....	0	1	2	3	4
4. Going to "open house" or special programs at school.................	0	1	2	3	4
5. Going to classes at the school which help you teach your children at home..................	0	1	2	3	4
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc......................	0	1	2	3	4
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc..........	0	1	2	3	4
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc..	[illegible]	[illegible]	2	3	4

NEXT PAGE, PLEASE

Activities	Does Not Have This	Does Have, and I take part:			
		Never	Seldom	Sometimes	Often
9. Going with children and teachers on school field trips or picnics, or to parties.................	0	1	2	3	4
10. Going to workshops or other such educational activities for parents at the school..................	0	1	2	3	4
11. Organizing parent volunteer activities....	0	1	2	3	4
12. Taking part in PTA meetings................	0	1	2	3	4
13. Planning the school budget..................	0	1	2	3	4
14. Helping to plan what will be taught in the school.............	0	1	2	3	4
15. Helping children learn with materials at home, for example, games, magazines, books, etc..............	0	1	2	3	4
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc..........	0	1	2	3	4
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.......	0	1	2	3	4

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Activities	Does Not Have This	Does Have, and I take part:			
		Never	Seldom	Sometimes	Often
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)...................	0	1	2	3	4
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.....................	0	1	2	3	4
20. Helping to decide now well teachers and principals do their jobs....................	0	1	2	3	4
21. Helping to hire or fire teachers and principals..............	0	1	2	3	4
22. Going to parent/ teacher conferences about your child's progress................	0	1	2	3	4
23. Giving ideas to the school board or school administration for making changes......	0	1	2	3	4
24. Going to meeting of the school board........	0	1	2	3	4

NEXT PAGE, PLEASE

PART V - IMPROVING PARENT INVOLVEMENT

Which of these suggestions would work to get parents more involved in the schools?

Please circle ○ your answer.

Suggestions	Definitely Not Work	Probably Not Work	Don't Know	Probably Would Work	Definitely Would work
1. Sending more information to parents about ways they could be involved..............	1	2	3	4	5
2. Making parents feel more welcome in the school...................	1	2	3	4	5
3. Helping parents to better understand the subjects being taught....	1	2	3	4	5
4. Having informal meetings or activities where parents and school staff can get to know each other better..................	1	2	3	4	5
5. Asking parents in what ways they would like to be involved......	1	2	3	4	5
6. Giving parents activities they can do at home with their children...........	1	2	3	4	5
7. Helping students understand that having their parents involved is important................	1	2	3	4	5
8. Giving parents more information about children's success in school................	1	2	3	4	5

NEXT PAGE, PLEASE

Suggestions	Definitely Not Work	Probably Not Work	Don't Know	Probably Would Work	Definitely Would work
9. Planning more school activities at times when working parents can come....................	1	2	3	4	5
10. Having more activities which include children, parents and teachers.....	1	2	3	4	5

NEXT PAGE, PLEASE

PART VI - PARENT INVOLVEMENT IN HIGH SCHOOL

Parents often are less involved in children's education in high school.

How much do you agree with these reasons for why parents become less involved.

Please circle ○ your answer.

Reasons	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Parents may not understand some of the courses taken in high school	1	2	3	4
2. The schools are too far away	1	2	3	4
3. There are too many teachers to talk to	1	2	3	4
4. Teachers don't ask parents to be involved in school as much	1	2	3	4
5. Parents do not have time to be involved in school activites and work at the same time	1	2	3	4
6. Children do not want their parents involved when they get to high school	1	2	3	4
7. Parents can't leave smaller children alone at home	1	2	3	4
8. There are not as many parent/teacher conferences	1	2	3	4
9. There are not as many PTA activities for high school parents	1	2	3	4
10. High school principals do not encourage parent involvement in the school	1	2	3	4

NEXT PAGE, PLEASE

PART VII - PARENT INFORMATION

Please answer each question below.

1. Are you a PTA member? ___Yes ___No

2. Have you ever been a PTA officer? ___Yes ___No

3. Have you ever served on the school board? ___Yes ___No

4. Are you female ___ or male ___?

5. What is your age? ___ Years

6. How many children in your family? ___

7. Which grade groups are your children in? Check (/) each one in which you have children.

   a. ___ before kindergarten

   b. ___ kindergarten to grade 3

   c. ___ grade 4 to grade 6

   d. ___ elementary special education

   e. ___ beyond elementary school

8. Marital Status:

   a. ___ single parent (not married, separated, divorced, widowed, etc.)

   b. ___ married with spouse living at home

9. What is the highest amount of education you have completed? (Please check only one.)

   a. ___ elementary school

   b. ___ some high school

   c. ___ finished high school

   d. ___ some college

   e. ___ finished college

   f. ___ graduate degree

NEXT PAGE, PLEASE

10. Which is your ethnicity? (Please check only one.)

a. ___ Anglo/Caucasian

b. ___ Black

c. ___ Mexican-American or Hispanic

d. ___ Asian

e. ___ American Indian

11. How much time do you work for pay outside the home?

a. ___ full time

b. ___ part time

c. ___ not at all

12. How much time does your spouse work for pay outside the home?

a. ___ full time

b. ___ part time

c. ___ not at all

13. About what is your yearly family income level?

a. ___ 0 - $15,000

b. ___ $15,000 - $25,000

c. ___ Over $25,000

14. Would you like to get a summary of the results from our study?

___ Yes ___ No

15. Are you a school teacher or principal?

___ Yes ___ No

THANKS AGAIN FOR HELPING US

C

SUMMARY OF 1985 COMPLETED SURVEYS

NUMBER OF COMPLETED SURVEYS BY SCHOOL AND CITY

City N=4	School N=17																	Total
	Dallas				New Orleans			San Antonio					Houston					
	Pershing (41)	Anson Jones (42)	Thornton (43)	Lida Hooe (44)	Allen (46)	Nelson (47)	Abrams (48)	Stafford (49)	Winston (50)	Hoelscher (51)	Scheh (52)	Douglas (58)	Benbrook (53)	Lewis (54)	Garden Villa (55)	Scroggins (56)	Frost (57)	
Dallas	57	46	90	50														243
New Orleans					51	171	17											239
San Antonio								27	19	46	58	46						196
Houston													86	58	109	20	69	342
Totals	243				239			196					342					1020

Surveys Returned but less than 80% Complete=49
1069 total returned
1400 projected goal
Return rate - 76.4%

D

SECONDARY ANALYSIS OF RESPONSES COMPARED BY GENDER (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Gender

Statements (Total N=3103)[a]	Female (N=2553)				Male (N=483)			
	Frequency of Agreement[b]	Adjusted Frequency (Per-cent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Per-cent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	2451	96.6	4		451	94.2		
2. Teachers should be in charge of getting parents involved in the school.	1200	47.7		5	226	47.7		
3. Teachers have enough to do without also having to work with parents.	676	26.9		2	153	32.6		3
4. Teachers need to be trained for working with parents.	1815	72.5			343	73.4		
5. Principals should be in charge of getting parents involved in the school.	1493	60.1			295	62.6		
6. I want teachers to send more information home about classroom learning activities.	2350	93.5			447	94.7	5	
7. I usually feel at ease when I visit the school.	2312	91.6			423	89.4		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	1295	51.3			199	41.9		5
9. I do not have enough training to help make school decisions.	847	33.8		4	161	34.0		4
10. I should make sure that my children do their homework.	2468	97.3	3		470	97.9	2	

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank-Order of Agreement with Statements about Parent Involvement Compared by Gender

Statements (Total N=3103)[a]	Female (N=2553)				Male (N=483)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM
11. Working parents do not have time to be involved in school activities.[e]	236	30.4		3	56	25.9		2
12. I would help my children more with homework if I knew what to do.	1910	76.9			332	70.5		
13. I should have the final word in decisions about my children's education.	1749	70.8			322	68.1		2
14. I cooperate with my children's teachers.[e]	761	98.4	2		206	97.6	3	
15. I should be responsible for getting more involved in my children's school.	2413	96.0	5		453	95.0	4	
16. I want to spend time helping my children get the best education.[e]	770	99.2	1		215	99.5	1	
17. I have little to do with my children's success in school.	251	10.0		1	61	12.8		1
18. Parents should take part more in school decisions.[e]	713	93.3			199	92.6		
19. School districts should make rules for involving parents.[e]	543	70.9			146	67.9		
20. I should help evaluate my children's teachers and principal.[e]	541	71.6			154	71.3		

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions about Parent Involvement Compared by Gender

Decisions (Total N=3103)[a]	Female (N=2553)			Male (N=483)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	2027	80.1	4	381	79.5	3
2. Choosing classroom discipline methods.	2109	83.6	1	386	81.3	2
3. Selecting school textbooks and other learning materials.	1764	69.7	8	355	74.3	5
4. Placing my children in Special Education.	1772	70.3	7	340	71.6	6
5. Evaluating how well my children are learning.	2070	82.1	2	391	81.6	1
6. Hiring principal and teachers.	1241	49.3	13	249	52.0	12
7. Evaluating how well principals and teachers do their job.	1830	72.4	6	340	70.8	7
8. Deciding what's most important for the school budget	1643	65.2	9	318	66.4	8
9. Firing principal and teachers.	1112	44.0	14	205	42.7	13
10. Having more multicultural/bilingual education in the school.	1419	56.2	12	275	57.4	11
11. Making school desegregation plans.	1537	61.9	10	289	60.8	9
12. Setting school behavior rules.	2053	81.7	3	379	79.3	4
13. Setting school rules for grading and passing children.[d]	574	74.4	5	156	71.6	6
14. Helping the school decide what to teach and how.[d]	436	56.4	11	127	58.3	10

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Gender

Roles (Total N=3103)[a]	Female (N=2553)			Male (N=483)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	1581	62.8	7	204	42.9	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	2315	91.8	3	385	80.7	3
3. Home Tutor - helping your children at home with school work or other educational activities.	2316	91.9	2	418	87.6	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	2430	96.4	1	447	93.7	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	1962	77.5	5	374	78.2	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	2066	81.5	4	344	72.0	6
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	1894	74.8	6	349	73.2	5

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Gender

Activities (Total N=3103)[a]	Female (N=2553)				Male (N=483)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	726	32.0			102	23.9		
2. Helping children with homework.	2225	92.3	4		405	90.2	2	
3. Visiting the school to see what is happening.	2334	93.0	2		389	83.5	3	
4. Going to "open house" or special programs at school.	2432	96.5	1		440	93.0	1	
5. Going to classes at the school which help you teach your children at home.	976	60.4			150	42.7		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2080	84.3			281	61.1		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	1048	47.3			125	29.3		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	1103	47.6			103	23.6		5
9. Going with children and teachers on school field trips or picnics, or to parties.	1825	74.4			195	42.0		
10. Going to workshops or other such educational activities for parents at the school.	1213	60.7			166	41.1		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table
Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Gender

Activities (Total N=3103)[a]	Female (N=2553)				Male (N=483)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	1303	54.7			173	38.6		
12. Taking part in PTA meetings.	2110	84.2			343	72.8		
13. Planning the school budget.	625	28.0			95	22.9		4
14. Helping to plan what will be taught in school.	445	21.3		4	83	20.5		3
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	2116	86.3	5		373	80.6	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	2053	83.4			338	71.9		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	1130	49.6			199	45.6		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	616	28.5		5	114	27.4		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	450	20.1		3	68	15.9		2
20. Helping to decide how well teachers and principals do their jobs.	405	19.5		2	87	21.9		
21. Helping to hire or fire teachers and principals.	217	10.5		1	49	12.9		1

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table
Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Gender

Activities (Total N=3103)[a]	Female (N=2553)				Male (N=483)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	2311	92.8	3		386	83.4	4	
23. Giving ideas to the school board or school administration for making changes.	895	37.7			157	35.7		
24. Going to meeting of the school board.	856	35.0			152	33.5		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Gender

Suggestions (Total N=3103)[a]	Female (N=2553)			Male (N=483)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	2260	89.4	4	421	87.9	4
2. Making parents feel more welcome in the school.	2340	92.6	2	425	89.1	2
3. Helping parents to better understand the subjects being taught.	2285	90.7	3	419	87.5	6
4. Having informal meetings or activities where parents and school staff can get to know each other better.	2228	88.3	6	387	81.1	9
5. Asking parents in what ways they would like to be involved.	2251	89.4	4	403	84.7	7
6. Giving parents activities they can do at home with their children.	2055	81.6	9	404	84.3	8
7. Helping students understand that having their parents involved is important.	2239	87.7	8	421	88.1	3
8. Giving parents more information about children's success in school.	2344	92.8	1	447	93.3	1
9. Planning more school activities at times when working parents can come.	2221	87.9	7	425	89.1	2
10. Having more activities which include children, parents and teachers.	2255	89.2	5	419	87.8	5

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestion.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

Table
Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Gender

Reasons (Total N=3103)[a]	Female (N=2553)			Male (N=483)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	2000	81.4	1	388	82.0	1
2. The schools are too far away.	517	21.1	10	111	23.7	10
3. There are too many teachers to talk to.	746	30.6	9	122	25.9	9
4. Teachers don't ask parents to be involved in school as much.	1873	77.4	2	328	70.2	2
5. Parents do not have time to be involved in school activities and work at the same time.	1048	43.0	8	205	43.9	8
6. Children do not want their parents involved when they get to high school.	1424	58.9	5	261	56.1	5
7. Parents can't leave smaller children alone at home.	1171	48.5	7	238	51.3	7
8. There are not as many parent/teacher conferences.	1662	70.6	3	317	68.9	3
9. There are not as many PTA activities for high school parents.	1621	69.2	4	307	67.3	4
10. High school principals do not encourage parent involvement in the school.	1330	57.6	6	245	54.3	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

E

SECONDARY ANALYSIS OF RESPONSES COMPARED BY GENDER (MEANS)

Table ___

Mean Response and Rank Order of Agreements with Statements about Parent Involvement Compared by Gender

Statements (Total N=3103)[a]	FEMALE (n=2553)				MALE (n=483)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.441	.578	4		3.380	.661	5	
2. Teachers should be in charge of getting parents involved in the school.	2.515	.791			2.521	.802		
3. Teachers have enough to do without also having to work with parents.	2.099	.816		2	2.196	.881		4
4. Teachers need to be trained for working with parents.	2.881	.745			2.863	.746		
5. Principals should be in charge of getting parents involved in the school.	2.681	.758			2.726	.825		
6. I want teachers to send more information home about classroom learning activities.	3.298	.601			3.292	.582		
7. I usually feel at ease when I visit the school.	3.289	6.76			3.180	.667		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.517	.840		5	2.322	.821		5
9. I do not have enough training to help make school decisions.	2.215	.795		4	2.190	.891		3
10. I should make sure that my children do their homework.	3.635	.553	2		3.625	.593	2	
11. Working parents do not have time to be involved in school activities.[e]	2.157	.902		3	2.051	.916		2
12. I would help my children more with homework if I knew what to do.	2.924	.767			2.824	.794		
13. I should have the final word in decisions about my children's education.	2.913	.803			2.909	.858		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreements with Statements about Parent Involvement Compared by Gender

Statements (Total N=3103)[a]	FEMALE (n=2553)				MALE (n=483)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			SAM	SDM			SAM	SDM
14. I cooperate with my children's teachers.[e]	3.571	.545	3		3.460	.579	3	
15. I should be responsible for getting more involved in my children's school.	3.409	.588	5		3.419	.601	4	
16. I want to spend time helping my children get the best education.[e]	3.715	.479	1		3.634	.492	1	
17. I have little to do with my children's success in school.	1.586	.761		1	1.669	.815		1
18. Parents should take part more in school decisions.[e]	3.325	.629			3.279	.624		
19. School districts should make rules for involving parents.[e]	2.859	.823			2.860	.886		
20. I should help evaluate my children's teachers and principal.[e]	2.893	.883			2.921	.834		

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table [illegible]

Mean Response and Rank Order of Interest in Decisions about Parent Involvement
Compared by Gender

Decisions (Total N=3103)[a]	FEMALE (N=2553)			MALE (N=483)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.186	.992	3	4.188	.986	3
2. Choosing classroom discipline methods.	4.277	.986	1	4.246	.968	1
3. Selecting school textbooks and other learning materials.	3.916	1.098	8	3.916	1.059	6
4. Placing my children in Special Education.	3.998	1.169	5	3.992	1.203	5
5. Evaluating how well my children are learning.	4.265	.980	2	4.198	.996	2
6. Hiring principal and teachers.	3.346	1.312	13	3.340	1.424	13
7. Evaluating how well principals and teachers do their job.	3.940	1.144	6	3.890	1.213	7
8. Deciding what's most important for the school budget.	3.755	1.147	9	3.760	1.153	9
9. Firing principal and teachers.	3.000	1.341	14	3.077	1.422	14
10. Having more multicultural/bilingual education in the school.	3.527	1.284	12	3.518	1.387	12
11. Making school desegregation plans.	3.627	1.311	10	3.583	1.387	11
12. Setting school behavior rules.	4.138	1.015	4	4.027	1.094	4
13. Setting school rules for grading and passing children.[d]	3.931	1.160	7	3.885	1.168	8
14. Helping the school decide what to teach and how.[d]	3.559	1.298	11	3.596	1.285	10

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Table

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Gender

Roles (Total N=3103)[a]	FEMALE (N=2553)			MALE (N=483)		
	$\overline{X}$[b]	SD[c]	Rank	$\overline{X}$[b]	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.582	1.413	7	2.937	1.471	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.493	.831	3	4.031	1.073	4
3. Home Tutor - helping your children at home with school work or other educational activities.	4.567	.807	2	4.396	.930	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.739	.592	1	4.518	.729	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.131	1.039	5	4.098	1.032	3
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.177	1.019	4	3.868	1.133	6
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.039	1.125	6	3.960	1.091	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Parent Involvement Activities Compared by Gender

Activities (Total N=3103)[a]	FEMALE (N=2553)				MALE (N=483)			
	$\overline{X}$[b]	SD[c]	RANK[d]		$\overline{X}$[b]	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.868	1.205			1.655	1.106		
2. Helping children with homework.	3.590	.748	3		3.425	.837	2	
3. Visiting the school to see what is happening.	3.540	.663	4		3.200	.809	4	
4. Going to "open house" or special programs at school.	3.770	.534	1		3.567	.716	1	
5. Going to classes at the school which help you teach your children at home.	2.685	1.172			2.259	1.128		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.376	.936			2.704	1.145		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.364	1.182			1.883	1.107		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.361	1.235			1.732	1.041		
9. Going with children and teachers on school field trips or picnics, or to parties.	3.034	1.079			2.192	1.153		
10. Going to workshops or other such educational activities for parents at the school.	2.702	1.181			2.153	1.154		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Parent Involvement Activities
Compared by Gender

Activities (Total N=3103)[a]	FEMALE (N=2553)				MALE (N=483)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	2.529	1.223			2.127	1.168		
12. Taking part in PTA meetings.	3.405	.918	5		3.047	1.007	5	
13. Planning the school budget.	1.813	1.114		5	1.689	1.062		5
14. Helping to plan what will be taught in the school.	1.630	1.003		4	1.595	.969		3
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.358	.888			3.175	.970		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.213	.920			2.909	1.021		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.411	1.194			2.305	1.210		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.852	1.091			1.817	1.055		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.565	1.048		2	1.438	.904		2
20. Helping to decide how well teachers and principals do their jobs.	1.571	.968		3	1.648	1.025		4

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Parent Involvement Activities Compared by Gender

Activities (Total N=3103)[a]	FEMALE (N=2553)				MALE (N=483)			
	$\overline{X}^b$	SD[c]	RANK[d]		$\overline{X}^b$	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL
21. Helping to hire or fire teachers and principals.	1.317	.793		1	1.382	.859		1
22. Going to parent/teacher conferences about your child's progress.	3.618	.719	2		3.287	.950	3	
23. Giving ideas to the school board or school administration for making changes	2.060	1.126			2.036	1.106		
24. Going to meeting of the school board.	2.028	1.127			1.952	1.097		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

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Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Gender

Suggestions (Total N=3103)[a]	FEMALE (N = 2553)			MALE (N = 483)		
	$\overline{X}$[b]	SD[c]	Rank	$\overline{X}$[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.171	.762	9	4.140	.765	8
2. Making parents feel more welcome in the school.	4.388	.694	2	4.266	.729	3
3. Helping parents to better understand the subjects being taught.	4.280	.703	4	4.200	.741	6
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.244	.789	6	4.103	.845	10
5. Asking parents in what ways they would like to be involved.	4.222	.770	8	4.179	.797	7
6. Giving parents activities they can do at home with their children.	4.077	.879	10	4.127	.772	9
7. Helping students understand that having their parents involved is important.	4.277	.777	5	4.255	.765	4
8. Giving parents more information about children's success in school.	4.394	.697	1	4.365	.683	1
9. Planning more school activities at times when working parents can come.	4.234	.823	7	4.300	.789	2
10. Having more activities which include children, parents and teachers.	4.298	.748	3	4.243	.783	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Gender

Reasons (Total N=3103)[a]	FEMALE (N=2553)			MALE (N=483)		
	X^b	SD[c]	Rank	X^b	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.036	.737	1	2.998	.738	1
2. The schools are too far away.	2.103	.747	10	2.154	.766	9
3. There are too many teachers to talk to.	2.230	.751	9	2.149	.743	10
4. Teachers don't ask parents to be involved in school as much.	2.966	.779	2	2.784	.763	2
5. Parents do not have time to be involved in school activities and work at the same time.	2.386	.830	8	2.394	.831	8
6. Children do not want their parents involved when they get to high school.	2.652	.851	6	2.602	.843	6
7. Parents can't leave smaller children alone at home.	2.493	.818	7	2.547	.798	7
8. There are not as many parent/teacher conferences.	2.833	.763	4	2.772	.731	4
9. There are not as many PTA activities for high school parents.	2.842	.799	3	2.772	.788	3
10. High school principals do not encourage parent involvement in the school.	2.679	.844	5	2.621	.854	5

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation

F

SECONDARY ANALYSIS OF RESPONSES COMPARED BY ETHNICITY (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By Ethnicity

Statements (Total N=3103)[a]	Anglo (N=1779)				Black (N=682)				Hispanic (N=506)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	1700	96.2	3		651	96.3	5		485	96.6	3	
2. Teachers should be in charge of getting parents involved in the school.	658	37.4		5	421	62.9			311	62.8		
3. Teachers have enough to do without also having to work with parents.	360	20.5		3	233	35.0		4	210	42.5		3
4. Teachers need to be trained for working with parents.	1320	75.3			466	71.0			324	65.7		
5. Principals should be in charge of getting parents involved in the school.	9[illegible]0	54.8			465	70.3			334	68.0		
6. I want teachers to send more information home about classroom learning activities.	1626	92.7	5		636	95.1			470	95.3	5	
7. I usually feel at ease when I visit the school.	1629	92.1			611	91.5			432	87.8		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	885	50.2			321	47.8		5	255	51.5		5
9. I do not have enough training to help make school decisions.	531	30.4		4	230	34.2		3	218	44.4		4
10. I should make sure that my children do their homework.	1714	96.6	2		663	98.2	3		495	99.2	1	
11. Working parents do not have time to be involved in school activities.[e]	38	14.4		2	141	32.2		2	104	38.0		2

[a] N=Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Ethnicity

Statements (Total N=3103)[a]	Anglo (N=1779)				Black (N=682)				Hispanic (N=506)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	1263	72.9			494	75.1			426	85.7		
13. I should have the final word in decisions about my children's schools.	1218	70.8			479	72.0			322	65.7		
14. I cooperate with my children's teachers.[e]	260	99.6	1		424	98.8	2		266	96.0	4	
15. I should be responsible for getting more involved in my children's school.	1689	96.0	4		641	96.4	4		473	94.6		
16. I want to spend time helping my children get the best education.[e]	261	99.6	1		432	99.3	1		275	98.9	2	
17. I have little to do with my children's success in school.	79	4.5		1	128	19.3		1	91	18.3		1
18. Parents should take part more in school decisions.[e]	237	91.2			411	95.8			251	91.9		
19. School districts should make rules for involving parents.[e]	126	49.0			340	79.3			210	75.8		
20. I should help evaluate my children's teachers and principal.[e]	176	68.2			316	74.0			193	72.0		

[a] N=Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By Ethnicity

Decisions (Total N=3103)[a]	Anglo (N=1779)			Black (N=682)			Hispanic (N=506)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	1380	78.0	3	578	85.9	3	397	79.1	3
2. Choosing classroom discipline methods.	1468	83.1	1	574	86.2	2	396	79.5	2
3. Selecting school textbooks and other learning materials.	1239	70.0	4	488	72.3		350	70.3	
4. Placing my children in Special Education.	1177	66.7		518	77.7		363	72.9	
5. Evaluating my child's progress.	1376	78.0	3	600	89.7	1	433	86.6	1
6. Hiring principal and teachers.	834	47.3		380	56.7		245	49.5	
7. Evaluating how well principals and teachers do their job.	1231	69.6	5	527	78.2		368	73.6	
8. Deciding what's most important for the school budget.	1160	65.8		437	65.4		321	63.9	
9. Firing principal and teachers.	777	44.0		312	46.4		200	40.0	
10. Having more multicultural/bilingual education in the school.	811	46.0		496	74.0		358	71.5	
11. Making school desegregation plans.	1068	61.2		498	75.0		227	47.2	
12. Setting school behavior rules.	1423	81.0	2	565	84.3	4	393	78.9	4
13. Setting school rules for grading and passing children.[d]	177	67.3		339	78.3	5	207	75.0	5
14. Helping the school decide what to teach and how.[d]	135	51.3		282	65.0		143	51.8	

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Ethnicity

Activities (Total N=3103)[a]	Anglo (N=1779)				Black (N=682)				Hispanic (N=506)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	369	22.6			289	49.7			149	35.2		
2. Helping children with homework.	1600	93.5	3		567	92.2	1		404	86.7	3	
3. Visiting the school to see what is happening.	1642	93.1	4		589	89.4	3		433	88.9	2	
4. Going to "open house" or special programs at school.	1737	98.3	1		609	91.3	2		462	94.1	1	
5. Going to classes at the school which help you teach your children at home.	522	51.1			348	64.9			220	60.9		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	1483	85.4			475	74.0			355	74.1		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	684	44.1			286	47.4			177	41.7		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	718	44.2			273	44.1			187	42.1		
9. Going with children and teachers on school field trips or picnics, or to parties.	1293	75.0			385	58.4			303	64.5		
10. Going to workshops or other such educational activities for parents at the school.	772	57.2			357	60.1			219	54.3		
11. Organizing parent volunteer activities.	915	54.3			300	46.9			230	52.0		

[a] N-Number of parents responding to individual item.

[b] Frequency of Participation - The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM-Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Ethnicity

Activities (Total N=3103)[a]	Anglo (N=1779)				Black (N=682)				Hispanic (N=506)			
	Frequency of Particlpation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Particlpation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Particlpation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
12. Taking part in PTA meetings.	1506	85.7			513	77.4			386	78.8	5	
13. Planning the school budget.	391	24.9			203	34.3		2	115	27.1		5
14. Helping to plan what will be taught in the school.	217	14.8		4	207	35.5		4	95	24.4		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	1508	87.6	5		564	86.4	5		366	77.2		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	1478	85.3			509	77.0			351	74.4		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	736	46.2			364	59.3			204	46.2		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	283	18.7		5	275	46.8			151	36.2		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	225	13.9		3	199	34.9		3	82	19.6		2
20. Helping to decide how well teachers and principals do their jobs.	176	12.0		2	218	39.2			84	21.2		3

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Ethnicity

Activities (Total N=3103)[a]	Anglo (N=1779)				Black (N=682)				Hispanic (N=506)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL
21. Helping to hire or fire teachers and principals.	67	4.7		1	138	25.5		1	47	12.3		1
22. Going to parent/teacher conferences about your child's progress.	1647	94.4	2		579	88.1	4		418	86.2	4	
23. Giving ideas to the school board or school administration for making changes.	647	38.1			231	38.2		5	145	32.8		
24. Going to meeting of the school board.	519	29.9			282	44.2			178	38.6		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Ethnicity

Roles (Total N-3103)[a]	Anglo (N=1779)			Black (N=682)			Hispanic (N=506)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	939	53.5	7	479	71.1	7	333	66.7	6
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	1596	90.8	3	612	90.5	3	438	87.6	3
3. Home Tutor - helping your children at home with school work or other educational activities.	1600	91.0	2	627	93.2	1	454	91.0	2
4. Audience - supporting your child in school, for example, by going to schol performances, baking for bake sales, responding to notices from the school, etc.	1725	98.0	1	629	93.0	2	462	92.8	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	1387	78.4	4	548	81.3	6	365	73.3	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	1338	75.5	5	600	88.8	4	419	84.1	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	1314	74.2	6	559	82.6	5	331	66.6	7

[a] N-Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Ethnicity

Suggestions (Total N=3103)[a]	Anglo (N=1779)			Black (N=682)			Hispanic (N=506)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	1548	87.6	4	622	92.3	8	447	89.8	5
2. Making parents feel more welcome in the school.	1601	90.7	2	639	94.7	3	464	93.5	2
3. Helping parents to better understand the subjects being taught.	1554	88.1	3	636	94.4	4	452	91.5	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	1504	85.3	7	620	91.7	9	434	87.9	6
5. Asking parents in what ways they would like to be involved.	1526	86.6	5	624	93.1	6	445	89.9	4
6. Giving parents activities they can do at home with their children.	1347	76.3	9	621	92.5	7	439	89.2	7
7. Helping student understand that having their parents involved is important.	1505	85.2	8	632	94.0	5	464	93.5	2
8. Giving parents more information about children's success in school.	1610	91.0	1	645	95.7	2	473	95.4	1
9. Planning more school activities at times when working parents can come.	1505	85.3	7	652	96.4	1	437	87.9	6
10. Having more activities which include children, parents and teachers.	1519	86.1	6	647	95.7	2	455	91.5	3

[a] N-Number of parents responding to individual item.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Ethnicity

Reasons (Total N-3103)[a]	Anglo (N=1779)			Black (N=682)			Hispanic (N=506)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	1349	78.5	2	572	86.8	1	408	84.6	1
2. The schools are too far away.	276	16.1	10	183	28.3	10	154	31.7	10
3. There are too many teachers to talk to.	477	28.0	9	205	31.3	9	169	35.4	9
4. Teachers don't ask parents to be involved in school as much.	1380	81.9	1	421	64.4	2	358	74.4	2
5. Parents do not have time to be involved in school activities and work at the same time.	683	40.2	8	303	46.2	8	239	49.6	8
6. Children do not want their parents involved when they get to high school.	1030	61.0	5	354	54.4	7	268	56.3	7
7. Parents can't leave smaller children alone at home.	679	40.3	7	415	64.3	3	283	59.0	5
8. There are not as many parent/teacher conferences.	1219	74.6	3	397	61.7	5	315	66.6	3
9. There are not as many PTA activities for high school parents.	1191	73.1	4	408	63.8	4	293	62.6	4
10. High school principals do not encourage parent involvement in the school.	926	58.0	6	348	54.5	6	270	58.1	6

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY ETHNICITY (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Ethnicity

Statements (Total N=3103)[a]	ANGLO (N=1779)				BLACK (N=682)				HISPANIC (N=506)			
	X	SD	Rank		X	SD	Rank		X	SD	Rank	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.395	.584	4		3.497	.615	4		3.480	.578	3	
2. Teachers should be in charge of getting parents involved in the school.	2.329	.702		5	2.800	.843			2.790	.822		
3. Teachers have enough to do without also having to work with parents.	1.998	.750		3	2.203	.946		4	2.383	.839		2
4. Teachers need to be trained for working with parents.	2.890	.708			2.919	.833			2.791	.751		
5. Principals should be in charge of getting parents involved in the school.	2.582	.736			2.876	.801			2.809	.769		
6. I want teachers to send more information home about classroom learning activities.	3.251	.590			3.398	.612			3.339	.599		
7. I usually feel at ease when I visit the school.	3.295	.662			3.257	.690			3.217	.716		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.482	.805			2.471	.922		5	2.519	.853		5
9. I do not have enough training to help make school decisions.	2.165	.759		4	2.179	.903		3	2.401	.823		4

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Ethnicity

Statements (Total N=3103)[a]	ANGLO (N=1779)				BLACK (N=682)				HISPANIC (N=506)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
10. I should make sure that my children do their homework.	3.578	.584	2		3.732	.512	2		3.701	.500	1	
11. Working parents do not have time to be involved in school activities.[e]	1.852	.691		2	2.114	.955		2	2.387	.916		3
12. I would help my children more with homework if I knew what to do.	2.838	.734			2.951	.885			3.087	.703		
13. I should have the final word in decisions about my children's education.	2.904	.758			2.961	.872			2.851	.895		
14. I cooperate with my children's teachers.[e]	3.567	.504	3		3.620	.519	3		3.415	.629	4	
15. I should be responsible for getting more involved in my children's school.	3.391	.576	5		3.477	.609	5		3.392	.609	5	
16. I want to spend time helping my children get the best education.[e]	3.641	.488	1		3.759	.455	1		3.651	.514	2	
17. I have little to do with my children's success in school.	1.480	.637		1	1.713	.927		1	1.835	.865		1
18. Parents should take part more in school decisions.[e]	3.227	.645			3.434	.591			3.249	.639		
19. School districts should make rules for involving parents.[e]	2.467	.838			3.028	.811			2.968	.773		
20. I should help evaluate my children's teachers and principal.[e]	2.818	.874			2.948	.876			2.918	.853		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Ethnicity

Decisions (Total N=3103)[a]	ANGLO			BLACK			HISPANIC		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.085	1.035	3	4.415	.837	3	4.257	.948	2
2. Choosing classroom discipline methods.	4.224	1.018	1	4.425	.859	2	4.257	.980	2
3. Selecting school textbooks and other learning materials.	3.879	1.133	6	4.013	1.011	9	3.950	1.048	8
4. Placing my children in Special Education.	3.904	1.201	5	4.148	1.108	5	4.100	1.151	3
5. Evaluating how well my children are learning.	4.099	1.041	2	4.550	.802	1	4.422	.873	1
6. Hiring principal and teachers.	3.262	1.337	12	3.521	1.298	13	3.436	1.319	11
7. Evaluating how well principals and teachers do their job.	3.850	1.181	7	4.113	1.066	6	3.994	1.163	7
8. Deciding what's most important for the school budget.	3.723	1.153	9	3.843	1.127	11	3.773	1.151	9
9. Firing principal and teachers.	3.194	1.353	14	3.257	1.331	14	3.110	1.386	13
10. Having more multicultural/bilingual education in the school.	3.196	1.303	13	4.079	.997	7	4.000	1.198	6
11. Making school desegregation plans.	3.568	1.350	10	3.989	1.181	10	3.358	1.295	12
12. Setting school behavior rules.	4.075	1.034	4	4.275	.954	4	4.098	1.092	4
13. Setting school rules for grading and passing children.[d]	3.726	1.239	8	4.018	1.060	8	4.011	1.208	5
14. Helping the school decide what to teach and how.[d]	3.354	1.337	11	3.788	1.209	12	3.471	1.352	10

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Ethnicity

Roles (Total N=3103)[a]	ANGLO (N=1774)			BLACK (N=682)			HISPANIC (N=506)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.254	1.513	7	3.850	1.227	7	3.790	1.284	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.461	.880	3	4.379	.848	4	4.364	.947	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.513	.845	2	4.651	.725	1	4.549	.818	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.784	.528	1	4.570	.709	2	4.633	.734	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.119	1.021	4	4.233	1.006	6	4.078	1.099	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	3.991	1.103	6	4.389	.870	3	4.275	.953	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.007	1.140	5	4.202	1.008	5	3.903	1.158	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Ethnicity

Activities (Total N=3103)[a]	ANGLO (N=1779)				BLACK (N=682)				HISPANIC (N=506)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.637	1.101		5	2.312	1.263			1.929	1.226		
2. Helping children with homework.	3.609	.700	3		3.598	.744	1		3.369	.955	4	
3. Visiting the school to see what is happening.	3.537	.653	4		3.428	.737	3		3.415	.767	2	
4. Going to "open house" or special programs at school.	3.866	.415	1		3.478	.730	2		3.635	.645	1	
5. Going to classes at the school which help you teach your children at home.	2.498	1.185			2.746	1.098			2.681	1.245		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.417	.897			3.037	1.081			3.104	1.125		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.308	1.159			2.301	1.202			2.196	1.252		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.290	1.211			2.242	1.244			2.185	1.258		
9. Going with children and teachers on school field trips or picnics, or to parties.	3.070	1.080			2.590	1.153			2.740	1.168		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Ethnicity

Activities (Total N=3103)[a]	ANGLO (N=1779)				BLACK (N=682)				HISPANIC (N=506)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
10. Going to workshops or other such educational activities for parents at the school.	2.617	1.174			2.682	1.208			2.501	1.233		
11. Organizing parent volunteer activities.	2.542	1.224			2.304	1.211			2.423	1.214		
12. Taking part in PTA meetings.	3.469	.869	5		3.152	1.006	5		3.210	1.009	5	
13. Planning the school budget.	1.742	1.083			1.954	1.140		2	1.797	1.149		5
14. Helping to plan what will be taught in the school.	1.467	.836		4	1.985	1.215		3	1.703	1.077		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.368	.861			3.377	.879	4		3.131	1.038		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.249	.867			3.091	1.017			2.953	1.054		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.348	1.181			2.632	1.205			2.260	1.200		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.613	.935			2.296	1.197			2.036	1.175		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.389	.883		2	1.986	1.255		4	1.545	1.022		2

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Ethnicity

Activities (Total N=3103)[a]	ANGLO (N=1779)				BLACK (N=682)				HISPANIC (N=506)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
20. Helping to decide how well teachers and principals do their jobs.	1.400	.800		3	2.034	1.186		5	1.606	1.019		3
21. Helping to hire or fire teachers and principals.	1.165	.546		1	1.721	1.136		1	1.355	.834		1
22. Going to parent/teacher conferences about your child's progress.	3.673	.671	2		3.428	.838	3		3.406	.890	3	
23. Giving ideas to the school board or school administration for making changes.	2.074	1.094			2.101	1.201			1.914	1.128		
24. Going to meeting of the school board.	1.925	1.069			2.190	1.165			2.102	1.220		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Ethnicity

Suggestions (Total N=3103)[a]	ANGLO (N=1779)			BLACK (N=682)			HISPANIC (N=506)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Sending more information to parents about ways they could be involved.	4.070	.769	9	4.332	.710	10	4.287	.782	10
2. Making parents feel more welcome in the school.	4.271	.711	2	4.545	.635	2	4.488	.690	3
3. Helping parents to better understand the subjects being taught.	4.164	.714	3	4.472	.650	6	4.393	.718	5
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.118	.793	7	4.436	.720	7	4.312	.855	8
5. Asking parents in what ways they would like to be involved.	4.113	.787	8	4.407	.669	9	4.337	.793	7
6. Giving parents activities they can do at home with their children.	3.899	.872	10	4.432	.720	8	4.309	.806	9
7. Helping students understand that having their parents involved is important.	4.123	.803	6	4.519	.653	5	4.490	.685	2
8. Giving parents more information about children's success in school.	4.278	.698	1	4.565	.656	1	4.556	.658	1
9. Planning more school activities at times when working parents can come.	4.126	.834	5	4.530	.647	4	4.348	.860	6
10. Having more activities which include children, parents and teachers.	4.163	.766	4	4.534	.630	3	4.437	.724	4

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School

Reasons (Total N=3103)[a]	ANGLO (N=1779)			BLACK (N=682)			HISPANIC (N=506)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Parents may not understand some of the courses taken in high school.	2.925	.706	2	3.226	.769	1	3.151	.749	1
2. The schools are too far away.	2.029	.681	9	2.185	.818	10	2.307	.834	10
3. There are too many teachers to talk to.	2.189	.690	10	2.213	.845	9	2.352	.792	9
4. Teachers don't ask parents to be involved in school as much.	3.014	.692	1	2.772	.929	3	2.904	.801	2
5. Parents do not have time to be involved in school activities and work at the same time.	2.341	.776	8	2.393	.913	8	2.544	.886	8
6. Children do not want their parents involved when they get to high school.	2.679	.787	6	2.550	.958	7	2.670	.898	7
7. Parents can't leave smaller children alone at home.	2.362	.724	7	2.743	.915	4	2.673	.864	6
8. There are not as many parent/teacher conferences.	2.873	.693	3	2.705	.863	5	2.801	.817	3
9. There are not as many PTA activities for high school parents.	2.868	.733	4	2.809	.901	2	2.748	.856	4
10. High school principals do not encourage parent involvement in the school.	2.681	.796	5	2.609	.922	6	2.705	.886	5

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation

H

SECONDARY ANALYSIS OF RESPONSES COMPARED BY EDUCATIONAL LEVEL (PERCENT)

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By Education Level

Statements (Total N-3103)[a]	Less Than High School Diploma (N-364)				High School Diploma (N-861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N-348)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	343	95.0	5		832	97.3	3		1400	96.2	4		331	95.4	4	
2. Teachers should be in charge of parents involved in the school.	246	69.1			464	54.6		5	575	39.8		5	144	41.7		5
3. Teachers have enough to do without also having to work with parents.	184	52.1		2	248	29.4		2	324	22.5		3	72	20.9		3
4. Teachers need to be trained for working with parents.	237	67.9			565	66.8			1086	75.5			271	79.9		
5. Principals should be in charge of getting parents involved in the school.	245	70.0			506	60.5			831	58.1			208	60.8		
6. I want teachers to send more information home about classroom learning activities.	345	97.2	3		802	94.7	5		1351	93.5			303	88.6		
7. I usually feel at ease when I visit the school.	301	86.5			778	91.3			1339	91.9			318	92.7	5	
8. I have a hard time teaching some skills to my children like reading, math, and writing.	242	67.8		5	465	54.6		5	656	45.3			133	38.4		4

[a] N-Number of respondents.
[b] Frequency of Agreement - The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency - The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM-Strongly Agree Most and SDM-Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By Education Level

Statements (Total N-3103)[a]	Less Than High School Diploma (N-364)				High School Diploma (N-861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N-348)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM			SAM	SDM
9. I do not have enough training to help make school decisions.	216	60.7		4	358	42.7		4	364	25.3		4	68	19.6		2
10. I should make sure that my children do their homework.	352	98.6	2		843	98.5	2		1415	96.9	2		333	95.7	3	
11. Working Parents do not have time to be involved in school activities.[e]	120	56.9		3	81	30.7		3	69	16.6		2	21	19.6		2
12. I would help my children more with homework if I knew what to do.	328	92.9			688	81.1			1009	71.0			217	64.8		
13. I should have the final word in decisions about my children's education.	265	75.1			592	71.2			990	69.6			223	66.0		
14. I cooperate with my children's teachers.[e]	199	96.6	4		260	98.5	2		408	99.3	1		103	97.2	2	
15. I should be responsible for getting more involved in my children's school.	333	94.6			810	95.5	4		1400	96.6	3		327	95.1		
16. I want to spend time helping my children get the best education.[e]	208	99.0	1		265	99.6	1		411	99.3	1		1061	99.1	1	

[a] N-Number of respondents.

[b] Frequency of Agreement - The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency - The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM-Strongly Agree Most and SDM-Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Education Level

Statements (Total N-3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N=348)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM
17. I have little to do with my children's success in school.	130	37.0		1	80	9.5		1	77	5.3		1	24	7.0		1
18. Parents should take part more in school decisions.[e]	185	90.7			249	94.7			391	94.9	5		92	87.6		
19. School districts should make rules for involving parents.[e]	166	80.2			191	72.6			275	67.6			61	57.0		
20. I should help evaluate my children's teachers and principal.[e]	165	82.1			191	74.6			278	67.6			62	58.5		

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM-Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By Education Level

Decisions (Total N-3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	287	80.6	3	663	77.6	4	1180	80.8	4	283	82.3	2
2. Choosing classroom discipline methods.	286	81.0	2	722	84.8	1	1228	84.4	1	262	76.4	4
3. Selecting school textbooks and other learning materials.	250	68.7	8	572	67.3	8	1048	71.7	7	252	73.0	5
4. Placing my children in Special Education.	259	72.5	7	599	70.5	7	1023	70.6	8	236	68.4	6
5. Evaluating how well my children are learning.	298	83.7	1	686	81.2	2	1195	82.0	3	288	83.5	1
6. Hiring principal and teachers.	205	58.2	13	432	51.2	13	706	48.5	13	148	42.8	13
7. Evaluating how well principals and teachers do their job.	275	77.5	6	632	74.4	6	1052	72.0	6	215	62.3	10
8. Deciding what's most important for the school budget.	223	63.2	10	546	64.5	9	968	66.4	9	227	65.6	7
9. Firing principal and teachers.	184	51.4	14	360	42.6	14	652	44.6	14	125	31.2	14
10. Having more multicultural/bilingual education in the school.	234	65.2	9	453	53.7	12	814	55.8	12	196	56.6	11

[a] N-Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement
Compared By Education Level

Decisions (Total N=3101)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
11. Making school desegregation plans.	214	61.3	12	466	56.2	10	934	64.8	10	215	62.7	9
12. Setting school behavior rules.	277	78.0	5	684	80.9	3	1204	82.9	2	269	78.7	3
13. Setting school rules for grading and passing children.[d]	168	80.4	4	198	75.0	5	301	72.4	5	67	63.8	8
14. Helping the school decide what to teach and how.[d]	139	62.2	11	147	55.5	11	233	56.0	11	57	54.3	12

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[a] N-Number of respondents.

[b] Frequency of Agreement - The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency - The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Education Level

Roles (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	245	68.1	5	541	63.9	6	835	57.7	7	167	48.5	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	306	85.0	2	770	90.4	2	1327	91.6	3	303	88.1	3
3. Home Tutor - helping your children at home with school work or other educational activities.	320	89.1	1	756	89.0	3	1348	93.0	2	313	91.0	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	320	89.1	1	808	94.8	1	1418	97.8	1	337	98.0	1

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles
Compared by Education Level

Roles (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	260	72.6	4	619	72.7	5	1177	80.7	4	290	83.8	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	289	80.7	3	682	80.0	4	1177	80.6	5	266	76.7	6
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these hards or committees.	235	65.8	6	592	69.3	7	1138	78.0	6	284	82.3	5

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities
Compared By Education Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N=348)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	138	45.2			214	27.7		5	346	26.4			132	42.4		
2. Helping children with homework.	297	88.1	2		745	91.1	3		1288	93.2	3		304	93.3	2	
3. Visiting the school to see what is happening.	304	87.4	3		777	91.4	2		1339	92.7	4		306	90.3	4	
4. Going to "open house" or special programs at school.	315	89.2	1		815	95.9	1		1409	97.0	1		336	98.2	1	
5. Going to classes at the school which help you teach your children at home.	183	63.3			331	57.2			481	55.5			131	55.7		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	241	69.7			676	81.4			1186	83.7			264	78.6		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	145	45.2			339	45.6			550	43.4			146	46.2		

[a] N=Number of parents responding

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities
Compared By Education Level

Activities (Total N-3103)[a]	Less Than High School Diploma (N-364)				High School Diploma (N-861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N-348)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	141	43.1			374	47.9			569	42.7			126	39.5		
9. Going with children and teachers on school field trips or picnics, or to parties.	201	58.1			614	74.2			999	70.5			210	63.4		
10. Going to workshops or other such educational activities for parents at the school.	172	55.5			396	57.0			650	58.3			164	57.3		
11. Organizing parent volunteer activities.	165	51.6			415	51.4			742	53.7			158	48.6		
12. Taking part in PTA meetings.	245	70.4			690	81.2			1237	85.7			286	84.1		
13. Planning the school budget.	119	37.9		4	203	26.4			326	25.7			78	26.2		4
14. Helping to plan what will be taught in the school.	116	38.4		5	129	17.5		2	210	17.9		4	79	27.3		

[a] N-Number of parents responding
[b] Frequency of Participation - The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency - The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM-Take Part Most and TPL-Take Part Least.

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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Education Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N=348)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	277	80.3	5		685	82.0	5		1239	88.0	5		295	88.9	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	254	73.2			650	78.5			1211	84.9			281	84.6		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	165	51.4			366	47.0			640	49.1			164	52.4		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	153	47.8			223	29.5			263	21.7		5	93	31.7		5
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	107	34.2		2	149	19.4		4	216	16.8		3	49	16.2		2

[a] N=Number of parents responding

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities
Compared By Education Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (1467)				Graduate Courses or Graduate Degree (N=348)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
20. Helping to decide how well teachers and principals do their jobs.	111	36.2		3	140	19.1		3	180	15.4		2	61	21.9		3
21. Helping to hire or fire teachers and principals.	88	29.2		1	73	10.2		1	71	6.3		1	30	11.0		1
22. Going to parent/teacher conferences about your child's progress.	393	84.4	4		761	90.4	4		1345	93.7	2		307	92.7	3	
23. Giving ideas to the school board or school administration for making changes.	127	38.4		5	250	31.0			520	38.5			157	47.7		
24. Going to meeting of the school board.	150	44.6			269	32.5			454	32.2			138	41.4		

[a] N-Number of parents responding
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

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Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Education Level

Suggestions (Total N-3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	315	88.5	8	764	89.5	6	1301	89.4	4	304	87.6	4
2. Making parents feel more welcome in the school.	323	91.5	3	799	93.7	1	1333	91.6	2	315	90.8	2
3. Helping parents to better understand the subjects being taught.	317	90.6	5	776	91.1	3	1313	90.3	3	302	86.8	6
4. Having informal meeting or activities where parents and school staff can get to know each other better.	317	89.8	7	738	86.7	8	1274	87.6	7	289	83.3	9
5. Asking parents in hat ways they would like to be involved.	307	87.5	9	761	89.5	6	1284	88.4	6	305	88.2	3
6. Giving parents activities they can do at home with their children.	305	87.4	10	701	82.3	9	1172	80.6	10	284	81.8	10
7. Helping students understand that having their parents involved is important.	325	91.8	2	767	90.0	4	1272	87.5	8	301	87.0	5

[a] N-Number of parents responding

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Education Level

Suggestions (Total N-3103)[a]	Less Than High School Diploma (N-364)			High School Diploma (N-861)			College Courses or Baccalaureate Degree (N-1467)			Graduate Courses or Graduate Degree (N-348)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
8. Giving parents more information about children's success in school.	335	94.6	1	795	93.3	2	1342	92.1	1	323	92.8	1
9. Planning more school activities at times when working parents can come.	320	90.1	6	765	89.6	5	1267	87.1	9	300	86.7	7
10. Having more activities which include children, parents and teachers.	323	91.0	4	769	89.3	7	1291	88.7	5	295	85.3	8

[a] N-Number of parents responding

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Education Level

Reasons (Total N-3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N-1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	311	89.4	1	711	82.6	1	1113	78.7	1	254	75.8	2
2. The schools are too far away.	147	43.6	10	159	19.0	10	239	17.0	10	84	25.1	10
3. There are too many teachers to talk to.	155	45.3	9	237	28.4	9	379	27.0	9	101	30.2	9
4. Teachers don't ask parents to be involved in school as much.	242	71.6	2	627	75.5	2	1067	76.7	2	267	80.2	1
5. Parents do not have time to be involved in school activities and work at the same time.	220	64.1	6	347	41.9	8	549	39.1	8	139	41.6	8
6. Children do not want their parents involved when they get to high school.	215	63.4	7	469	56.6	6	801	57.5	5	201	61.3	5
7. Parents can't leave smaller children alone at home.	235	69.5	4	421	51.2	7	611	43.9	7	142	42.9	7
8. There are not as many parent/teacher conferences.	231	70.2	3	583	70.9	3	947	70.4	3	222	68.3	4

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents
Become Less Involved at High School
Compared by Education Level

Reasons (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
9. There are not as many PTA activities for high school parents.	223	67.0	5	567	70.1	4	915	68.1	4	228	70.8	3
10. High school principals do not encourage parent involvement in the school.	209	62.8	8	482	60.0	5	709	54.1	6	178	55.3	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY EDUCATIONAL LEVEL (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Educational Level

Statements (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (N=1467)				Graduate Courses or Graduate Degree (N=348)			
	X^b	SD^c	Rank[d]		X^b	SD^c	Rank[d]		X^b	SD^c	Rank[d]		X^b	SD^c	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.440	.626	3		3.448	.558			3.422	.593	5		3.418	.637	5	
2. Teachers should be in charge of parents involved in the school.	2.865	.811			2.633	.787		5	2.384	.762		5	2.420	.766		
3. Teachers have enough to do without also having to work with parents.	2.550	.922		2	2.122	.816		2	2.037	.781		3	1.965	.792		4
4. Teachers need to be trained for working with parents.	2.840	.829			2.787	.757			2.905	.723			3.024	.705		
5. Principals should be in charge of getting parents involved in the school.	2.894	.865			2.675	.727			2.630	.751			2.734	.797		
6. I want teachers to send more information home about classroom learning activities.	3.361	.577	5		3.292	.588			3.296	.594			3.254	.665		
7. I usually feel at ease when I visit the school.	3.207	.750			3.216	.665			3.305	.667			3.332	.654		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.796	.851		5	2.609	.824			2.400	.817			2.234	.831		5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table [illegible]

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Educational Level

Statements (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (N=1467)				Graduate Courses or Graduate Degree (N=348)			
			Rank[d]				Rank[d]				Rank[d]				Rank[d]	
	$\bar{X}$[b]	SD[c]	SAM	SDM	$\bar{X}$[b]	SD[c]	SAM	SDM	$\bar{X}$[b]	SD[c]	SAM	SDM	$\bar{X}$[b]	SD[c]	SAM	SDM
9. I do not have enough training to help make school decisions.	2.702	.886		3	2.365	.790		4	2.081	.730		4	1.865	.799		2
10. I should make sure that my children do their homework.	3.591	.552	1		3.672	.528	2		3.632	.567	2		3.598	.602	3	
11. Working parents do not have time to be involved in school activities.[e]	2.730	.909		4	2.174	.818		3	1.858	.811		2	1.879	.832		3
12. I would help my children more with homework if I knew what to do.	3.246	.639			2.987	.734			2.819	.775			2.728	.855		
13. I should have the final work in decisions about my children's education.	3.025	.861			2.921	.821			2.893	.786			2.840	.843		
14. I cooperate with my children's teachers.[e]	3.432	.595	4		3.580	.539	3		3.569	.529	3		3.642	.572	2	
15. I should be responsible for getting more involved in my children's school.	3.344	.626			3.381	.591			3.441	.581	4		3.427	.587	4	
16. I want to spend time helping my children get the best education.[e]	3.567	.516	2		3.718	.459	1		3.749	.461	1		3.729	.506	1	

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Educational Level

Statements (Total N=3103)[a]	Less Than High School Diploma N = 364				High School Diploma N = 861				College Courses or Baccalaureate Degree N = 1467				Graduate Courses or Graduate Degree N = 348			
	X^b	SD^c	Rank[d] SAM	Rank[d] SDM	X^b	SD^c	Rank[d] SAM	Rank[d] SDM	X^b	SD^c	Rank[d] SAM	Rank[d] SDM	X^b	SD^c	Rank[d] SAM	Rank[d] SDM
17. I have little to do with my children's success in school.	2.231	1.020		1	1.613	.726		1	1.455	.648		1	1.528	.738		1
18. Parents should take part more in school decisions.	3.250	.644			3.323	.597			3.357	.601			3.286	.756		
19. School districts should make rules for involving parents.	3.072	.763			2.840	.799			2.818	.845			2.664	.931		
20. I should help evaluate my children's teachers and principal.	3.075	.768			2.957	.818			2.830	.911			2.708	.976		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Educational Level

Decisions (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1767)			Graduate Courses or Graduate Degree (N=348)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Amount of homework assigned.	4.264	.915	2	4.165	.952	3	4.188	1.012	3	4.177	1.061	2
2. Choosing classroom discipline methods.	4.252	.912	3	4.330	.915	1	4.302	.981	1	4.038	1.153	3
3. Selecting school textbooks and other learning materials.	3.961	1.043	8	3.876	1.062	8	3.933	1.094	6	3.925	1.191	5
4. Placing my children in Special Education.	4.020	1.125	7	4.040	1.115	5	3.992	1.194	5	3.896	1.274	6
5. Evaluating how well my children are learning.	4.351	.939	1	4.258	.977	2	4.239	.993	2	4.238	.986	1
6. Hiring principal and teachers.	3.634	1.274	13	3.441	1.282	13	3.272	1.337	13	3.133	1.408	13
7. Evaluating how well principals and teachers do their job.	4.121	1.079	4	4.024	1.068	6	3.905	1.168	7	3.643	1.320	9
8. Deciding what's most important for the school budget.	3.819	1.129	11	3.758	1.130	9	3.761	1.137	9	3.659	1.260	8
9. Firing principal and teachers.	3.419	1.355	14	3.236	1.302	14	3.191	1.357	14	2.870	1.426	14
10. Having more multicultural/bilingual education in the school.	3.869	1.171	9	3.462	1.293	12	3.497	1.296	11	3.468	1.330	11
11. Making school desegregation plans.	3.665	1.266	12	3.505	1.329	11	3.690	1.300	10	3.563	1.439	10

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Educational Level

Decisions (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1767)			Graduate Courses or Graduate Degree N = 348		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
12. Setting school behavior rules.	4.118	1.024	5	4.126	.994	4	4.158	1.010	4	3.953	1.188	4
13. Setting school rules for grading and passing children.[d]	4.067	1.045	6	3.973	1.138	7	3.880	1.155	8	3.676	1.424	7
14. Helping the school decide what to teach and how.[d]	3.804	1.170	10	3.608	1.260	10	3.488	1.293	12	3.381	1.565	12

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-ponit scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

Table ___

Mean Response and Rank order of Interest in Parent Involvement Roles Compared by Educational Level

Roles (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Paid School staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.819	1.191	7	3.662	1.319	7	3.398	1.490	7	3.026	1.597	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.228	1.022	3	4.437	.852	3	4.491	.821	3	4.288	1.042	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.435	.907	2	4.481	.865	2	4.602	.765	2	4.541	.906	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.465	.797	1	4.662	.683	1	4.778	.503	1	4.753	.540	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.022	1.125	5	4.027	1.093	5	4.200	.981	4	4.202	.995	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.134	1.037	4	4.137	1.008	4	4.142	1.049	5	4.043	1.115	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Roles Compared by Educational Level

Roles (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	3.852	1.221	6	3.879	1.162	6	4.117	1.082	6	4.209	.975	4

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Educational Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (N=1467)				Graduate Courses or Graduate Degree (N=348)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[c]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	2.115	1.182			1.745	1.153		5	1.739	1.151			2.186	1.343		
2. Helping children with homework.	3.371	.857	2		3.562	.791	2		3.615	.726	3		3.561	.728	3	
3. Visiting the school to see what is happening.	3.322	.767	3		3.528	.688	3		3.512	.679			3.445	.725	5	
4. Going to "open house" or special programs at school.	3.405	.778	1		3.738	.556	1		3.796	.517	1		3.819	.468	1	
5. Going to classes at the school which help you teach your children at home.	2.671	1.157			2.603	1.202			2.591	1.179			2.609	1.132		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2.905	1.182			3.295	1.000			3.370	.925			3.193	1.008		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.199	1.153			2.281	1.205			2.297	1.176			2.377	1.193		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.177	1.241			2.327	1.248			2.259	1.218			2.216	1.203		

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Educational Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (N=1467)				Graduate Courses or Graduate Degree (N=348)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
9. Going with children and teachers on school field trips or picnics, or to parties.	2.590	1.220			3.008	1.094			2.949	1.111			2.758	1.153		
10. Going to workshops or other such educational activities for parents at the school.	2.513	1.261			2.581	1.220			2.654	1.169			2.626	1.138		
11. Organizing parent volunteer activities.	2.391	1.257			2.429	1.237			2.525	1.215			2.397	1.186		
12. Taking part in PTA meetings.	2.966	1.107			3.322	.974	5		3.449	.857	4		3.376	.915		
13. Planning the school budget.	2.013	1.215		5	1.762	1.098			1.770	1.090		5	1.779	1.088		4
14. Helping to plan what will be taught in the school.	2.000	1.204		4	1.524	.936		2	1.550	.920		4	1.824	1.130		5
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.139	.984	5		3.222	.942			3.413	.856	5		3.458	.838	4	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	2.931	1.054			3.036	.964			3.259	.890			3.352	.876		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.389	1.215			2.272	1.169			2.434	1.206			2.562	1.184		

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[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Education Level

Activities (Total N=3103)[a]	Less Than High School Diploma (N=364)				High School Diploma (N=861)				College Courses or Baccalaureate Degree (N=1467)				Graduate Courses or Graduate Degree (N=348)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL			TPM	TPL
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	2.291	1.203			1.839	1.077			1.717	1.011			1.925	1.138		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.891	1.204		2	1.555	1.033		4	1.478	.975		2	1.462	.979		2
20. Helping to decide how well teachers and principals do their jobs.	1.954	1.204		3	1.541	.934		3	1.486	.884		3	1.674	1.058		3
21. Helping to hire or fire teachers and principals.	1.773	1.171		1	1.304	.779		1	1.222	.658		1	1.333	.769		1
22. Going to parent/teacher conferences about your child's progress.	3.305	.902	4		3.521	.786	4		3.656	.701	2		3.595	.746	2	
23. Giving ideas to the school board or school administration for making changes.	2.033	1.224			1.898	1.077			2.102	1.116			2.301	1.117		
24. Going to meeting of the school board.	2.167	1.205			1.957	1.126			1.966	1.091			2.231	1.121		

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Educational Level

Suggestions (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.303	.789	7	4.174	.756	9	4.135	.756	9	4.133	.775	9
2. Making parents feel more welcome in the school.	4.414	.710	2	4.419	.673	2	4.330	.713	2	4.375	.699	2
3. Helping parents to better understand the subjects being taught.	4.340	.707	6	4.327	.664	3	4.256	.721	4	4.158	.779	7
4. Having informal meetings or activities where prents and school staff can get to know each other better.	4.295	.807	8	4.240	.810	8	4.210	.783	7	4.141	.836	8
5. Asking parents in what ways they would like to be involved.	4.265	.801	9	4.248	.719	7	4.183	.796	8	4.228	.789	4
6. Giving parents activities they can do at home with their children.	4.235	.842	10	4.101	.863	10	4.046	.865	10	4.049	.867	10
7. Helping students understand that having their parents involved is important.	4.412	.706	3	4.305	.759	5	4.228	.790	5	4.246	.799	3
8. Giving parents more information about children's success in school.	4.472	.707	1	4.435	.673	1	4.341	.708	1	4.397	.665	1
9. Planning more school activities at times when working parents can come.	4.344	.810	5	4.297	.800	6	4.217	.827	6	4.199	.815	6
10. Having more activities which include children, parents and teachers.	4.377	.724	4	4.316	.748	4	4.269	.751	3	4.205	.803	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation.

Table ___

Mean Response and Rank Order of Agreement with Reasons Parents Become Less Involved at High School Compared by Educational Level

Reasons (Total N=3103)[a]	Less Than High School Diploma (N=364)			High School Diploma (N=861)			College Courses or Baccalaureate Degree (N=1467)			Graduate Courses or Graduate Degree (N=348)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.276	.686	1	3.087	.703	1	2.957	.735	1	2.919	.828	2
2. The schools are too far away.	2.484	.838	10	2.105	.745	9	2.023	.697	10	2.122	.785	10
3. There are too many teachers to talk to.	2.503	.892	9	2.210	.719	8	2.155	.717	9	2.216	.740	9
4. Teachers don't ask parents to be involved in school as much.	2.876	.859	3	2.924	.795	2	2.938	.753	2	3.018	.764	1
5. Parents do not have time to be involved in school activities and work at the same time.	3.000	.891	2	2.358	.833	7	2.325	.794	8	2.350	.835	8
6. Children do not want their parents involved when they get to high school.	2.770	.864	7	2.616	.850	5	2.618	.843	6	2.683	.859	5
7. Parents can't leave smaller children alone at home.	2.861	.899	4	2.541	.814	6	2.409	.779	7	2.405	.770	7
8. There are not as many parent/teacher conferences.	2.848	.874	5	2.853	.758	3	2.811	.729	4	2.769	.765	4
9. There are not as many PTA activities for high school parents.	2.820	.873	6	2.853	.796	3	2.819	.788	3	2.823	.767	3
10. High school principals do not encourage parent involvement in the school.	2.748	.936	8	2.721	.845	4	2.622	.825	5	2.627	.841	6

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

J

SECONDARY ANALYSIS OF RESPONSES COMPARED BY MARITAL STATUS (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Marital Status

Statements (Total N=3103)[a]	Single Parent (N=473)				Married Living with Spouse (N=2516)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	473	96.1	3		2409	96.3	4	
2. Teachers should be in charge of getting parents involved in the school.	313	64.1			1101	44.3		5
3. Teachers have enough to do without also having to work with parents.	207	42.2		4	614	24.4		3
4. Teachers need to be trained for working with parents.	362	75.1			1779	72.1		
5. Principals should be in charge of getting parents involved in the school.	340	70.5			1431	58.4		
6. I want teachers to send more information home about classroom learning activities.	463	95.1			2313	93.4		
7. I usually feel at ease when I visit the school.	435	89.5			2280	91.5		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	281	57.7		5	1199	48.1		
9. I do not have enough training to help make school decisions.	204	41.6		3	792	32.1		4
10. I should make sure that my children do their homework.	475	96.5	2		2442	97.6	3	

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Marital Status

Statements (Total N=3103)[a]	Single Parent (N=473)				Married Living with Spouse (N=2516)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM
11. Working parents do not have time to be involved in school activities.[e]	129	41.1		2	159	23.8		2
12. I would help my children more with homework if I knew what to do.	383	79.0			1840	75.2		
13. I should have the final word in decisions about my children's education.	365	75.4			1686	69.2		
14. I cooperate with my children's teachers.[e]	307	99.4	1		651	97.9	2	
15. I should be responsible for getting more involved in my children's school.	466	95.3	4		2380	95.9	5	
16. I want to spend time helping my children get the best education.[e]	310	99.4	1		666	99.3	1	
17. I have little to do with my children's success in school.	122	24.9		1	187	7.5		1
18. Parents should take part more in school decisions.[e]	295	95.2	5		611	92.4		
19. School districts should make rules for involving parents.[e]	242	78.3			440	66.4		
20. I should help evaluate my children's teachers and principal.[e]	237	77.2			451	69.0		

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions about Parent Involvement Compared by Marital Status

Decisions (Total N=3103)[a]	Single Parent (N=473)			Married Living with Spouse (N=2516)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	412	84.3	3	1978	79.2	4
2. Choosing classroom discipline methods.	420	85.7	2	2055	82.7	1
3. Selecting school textbooks and other learning materials.	352	71.4	8	1749	70.1	7
4. Placing my children in Special Education.	369	75.5	7	1727	69.4	8
5. Evaluating how well my children are learning.	424	86.5	1	2022	81.3	2
6. Hiring principal and teachers.	267	55.2	13	1207	48.5	13
7. Evaluating how well principals and teachers do their job.	386	78.1	6	1773	71.1	5
8. Deciding what's most important for the school budget	316	64.6	11	1628	65.4	9
9. Firing principal and teachers.	225	45.6	14	1077	43.2	14
10. Having more multicultural/bilingual education in the school.	330	67.1	10	1347	54.1	11
11. Making school desegregation plans.	329	67.4	9	1482	60.5	10
12. Setting school behavior rules.	408	83.3	4	2011	81.1	3
13. Setting school rules for grading and passing children.[d]	253	81.4	5	471	70.3	6
14. Helping the school decide what to teach and how.[d]	199	63.8	12	357	53.3	12

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Marital Status

Roles (Total N=3103)[a]	Single Parent (N=473)			Married Living with Spouse (N=2516)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	336	67.9	7	1434	57.9	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	435	88.1	3	2248	90.5	3
3. Home Tutor - helping your children at home with school work or other educational activities.	442	89.8	2	2274	91.6	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	454	91.7	1	2405	96.8	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	359	72.5	5	1966	78.8	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	417	84.6	4	1977	79.0	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	356	72.2	6	1873	75.0	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=473)				Married Living with Spouse (N=2516)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	201	46.5			615	27.4		
2. Helping children with homework.	421	91.1	2		2192	92.1	2	
3. Visiting the school to see what is happening.	427	88.0	4		2279	92.1	2	
4. Going to "open house" or special programs at school.	454	91.9	1		2401	96.9	1	
5. Going to classes at the school which help you teach your children at home.	243	63.4			868	55.3		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	341	72.4			2008	82.5		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	207	46.7			960	44.0		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	190	41.9			1004	44.0		
9. Going with children and teachers on school field trips or picnics, or to parties.	281	58.8			1724	71.3		
10. Going to workshops or other such educational activities for parents at the school.	245	58.3			1122	57.1		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=473)				Married Living with Spouse (N=2516)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	210	45.3			1255	53.4		
12. Taking part in PTA meetings.	365	74.6			2076	84.1	5	
13. Planning the school budget.	142	33.0		2	573	26.0		
14. Helping to plan what will be taught in school.	149	35.7		4	372	18.0		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	411	85.8	5		2064	85.3	4	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	364	77.0			2008	82.4		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	234	53.3			1083	48.0		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	188	44.4			531	24.8		5
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	139	33.4		3	373	16.7		3
20. Helping to decide how well teachers and principals do their jobs.	164	40.9			319	15.4		2
21. Helping to hire or fire teachers and principals.	107	27.3		1	146	7.3		1

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=473)				Married Living with Spouse (N=2516)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	434	89.5	3		2249	91.8	3	
23. Giving ideas to the school board or school administration for making changes.	173	39.1		5	872	37.1		
24. Going to meeting of the school board.	197	42.7			802	33.1		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Marital Status

Suggestions (Total N=3103)[a]	Single Parent (N=473)			Married Living with Spouse (N=2516)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	448	91.1	7	2211	88.7	4
2. Making parents feel more welcome in the school.	468	94.5	2	2276	91.5	2
3. Helping parents to better understand the subjects being taught.	463	93.5	4	2219	89.4	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	441	89.5	8	2154	86.6	9
5. Asking parents in what ways they would like to be involved.	432	87.8	10	2198	88.6	5
6. Giving parents activities they can do at home with their children.	440	89.4	9	2000	80.5	10
7. Helping students understand that having their parents involved is important.	455	92.1	5	2187	87.9	7
8. Giving parents more information about children's success in school.	473	95.7	1	2296	92.2	1
9. Planning more school activities at times when working parents can come.	463	93.7	3	2166	87.0	8
10. Having more activities which include children, parents and teachers.	453	91.7	6	2201	88.4	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestion.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Marital Status

Reasons (Total N=3103)[a]	Single Parent (N=473)			Married Living with Spouse (N=2516)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	421	87.5	1	1945	80.1	1
2. The schools are too far away.	135	28.8	10	485	20.0	10
3. There are too many teachers to talk to.	177	37.3	9	685	28.4	9
4. Teachers don't ask parents to be involved in school as much.	324	69.1	2	1856	77.4	2
5. Parents do not have time to be involved in school activities and work at the same time.	259	54.5	8	982	40.7	8
6. Children do not want their parents involved when they get to high school.	282	60.0	6	1393	58.2	5
7. Parents can't leave smaller children alone at home.	309	66.3	5	1077	45.0	7
8. There are not as many parent/teacher conferences.	313	67.9	4	1649	70.5	3
9. There are not as many PTA activities for high school parents.	313	68.2	3	1602	68.9	4
10. High school principals do not encourage parent involvement in the school.	274	59.3	7	1286	56.4	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

K

SECONDARY ANALYSIS OF RESPONSES COMPARED BY MARITAL STATUS (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Marital Status

Statements (Total N=3103)[a]	Single Parent (N=498)				Married Living with Spouse (N=2576)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.455	.612	4		3.427	.588	4	
2. Teachers should be in charge of getting parents involved in the school.	2.840	.830			2.451	.769		
3. Teachers have enough to do without also having to work with parents.	2.371	.923		4	2.059	.795		3
4. Teachers need to be trained for working with parents.	2.983	.795			2.855	.735		
5. Principals should be in charge of getting parents involved in the school.	2.871	.771			2.646	.762		
6. I want teachers to send more information home about classroom learning activities.	3.372	.605			3.283	.598		
7. I usually feel at ease when I visit the school.	3.212	.684			3.284	.676		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.669	.909		5	2.450	.822		5
9. I do not have enough training to help make school decisions.	2.337	.908		3	2.182	.784		4
10. I should make sure that my children do their homework.	3.646	.596	2		3.632	.553	2	
11. Working parents do not have time to be involved in school activities.[e]	2.331	.938		2	2.037	.759		2

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Marital Status

Statements (Total N=3103)[a]	Single Parent (N=498)				Married Living with Spouse (N=2576)			
	X	SD	Rank		X	SD	Rank	
			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	3.025	.823			2.884	.759		
13. I should have the final word in decisions about my children's education.	3.014	.805			2.889	.813		
14. I cooperate with my children's teachers.[e]	3.560	.510	3		3.546	.571	3	
15. I should be responsible for getting more involved in my children's school.	3.395	.612			3.415	.586	5	
16. I want to spend time helping my children get the best education.[e]	3.702	.472	1		3.700	.487	1	
17. I have little to do with my children's success in school.	1.861	.956		1	1.546	.719		1
18. Parents should take part more in school decisions.[e]	3.403	.582	5		3.280	.643		
19. School districts should make rules for involving parents.[e]	3.019	.797			2.786	.849		
20. I should help evaluate my children's teachers and principal.[e]	3.046	.866			2.836	.869		

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Marital Status

Decisions (Total N=3103)[a]	Single Parent (N=498)			Married Living with Spouse (N=2516)		
	$\overline{X}$[b]	SD[c]	Rank	$\overline{X}$[b]	SD[c]	Rank
1. Amount of homework assigned.	4.288	.871	3	4.167	1.013	3
2. Choosing classroom discipline methods.	4.390	.901	2	4.255	.994	1
3. Selecting school textbooks and other learning materials.	3.935	1.004	8	3.915	1.106	6
4. Placing my children in Special Education.	4.063	1.139	7	3.983	1.181	5
5. Evaluating how well my children are learning.	4.416	.887	1	4.226	.998	2
6. Hiring principal and teachers.	3.463	1.260	13	3.319	1.341	13
7. Evaluating how well principals and teachers do their job.	4.073	1.059	6	3.907	1.172	7
8. Deciding what's most important for the school budget.	3.779	1.127	10	3.745	1.153	9
9. Firing principal and teachers.	3.241	1.315	14	3.175	1.364	14
10. Having more multicultural/bilingual education in the school.	3.823	1.227	9	3.463	1.296	12
11. Making school desegregation plans.	3.766	1.244	11	3.590	1.339	10
12. Setting school behavior rules.	4.235	.929	4	4.101	1.046	4
13. Setting school rules for grading and passing children.[d]	4.042	1.001	5	3.861	1.231	8
14. Helping the school decide what to teach and how.[d]	3.756	1.239	12	3.481	1.314	11

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Marital Status

Roles (Total N=3103)[a]	Single Parent (N-4980			Married Living with Spouse (N-2516)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.705	1.320	7	3.430	1.462	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.291	.910	3	4.447	.885	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.482	.908	2	4.555	.812	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.495	.758	1	4.749	.580	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.022	1.084	5	4.150	1.026	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.229	.945	4	4.107	1.062	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	3.986	1.125	6	4.032	1.119	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=498)				Married Living with Spouse (N=2516)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	2.183	1.230			1.760	1.169		5
2. Helping children with homework.	3.517	.803	1		3.575	.759	3	
3. Visiting the school to see what is happening.	3.363	.744	4		3.513	.688	4	
4. Going to "open house" or special programs at school.	3.451	.729	2		3.798	.511	1	
5. Going to classes at the school which help you teach your children at home.	2.653	1.117			2.588	1.194		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2.972	1.106			3.332	.968		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.275	1.183			2.289	1.184		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.185	1.233			2.272	1.226		
9. Going with children and teachers on school field trips or picnics, or to parties.	2.567	1.130			2.965	1.123		
10. Going to workshops or other such educational activities for parents at the school.	2.645	1.232			2.597	1.184		

[a] N=Number of respondents
[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=498)				Married Living with Spouse (N=2516)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	2.233	1.204			2.509	1.222		
12. Taking part in PTA meetings.	3.086	1.043			3.402	.908	5	
13. Planning the school budget.	1.893	1.131		2	1.773	1.103		
14. Helping to plan what will be taught in the school.	1.990	1.238		4	1.547	.924		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.276	.891	5		3.339	.905		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.091	1.014			3.178	.928		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.444	1.203			2.381	1.196		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	2.201	1.178			1.769	1.049		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.940	1.247		3	1.468	.963		2
20. Helping to decide how well teachers and principals do their jobs.	2.062	1.168		5	1.481	.897		3

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Marital Status

Activities (Total N=3103)[a]	Single Parent (N=498)				Married Living with Spouse (N=2516)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
21. Helping to hire or fire teachers and principals.	1.776	1.186		1	1.232	.663		1
22. Going to parent/teacher conferences about your child's progress.	3.433	.767	3		3.595	.764	2	
23. Givng ideas to the school board or school administration for making changes.	2.120	1.210			2.043	1.106		
24. Going to meeting of the school board.	2.156	1.148			1.986	1.115		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Marital Status

Suggestions (Total N=3103)[a]	Single Parent			Married Living with Spouse		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.252	.734	10	4.148	.770	8
2. Making parents feel more welcome in the school.	4.499	.636	2	4.342	.711	2
3. Helping parents to better understand the subjects being taught.	4.414	.630	5	4.244	.726	5
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.365	.765	7	4.192	.803	9
5. Asking parents in what ways they would like to be involved.	4.262	.746	9	4.204	.782	7
6. Giving parents activities they can do at home with their children.	4.317	.769	8	4.038	.874	10
7. Helping students understand that having their parents involved is important.	4.389	.750	6	4.250	.779	4
8. Giving parents more information about children's success in school.	4.536	.629	1	4.359	.705	1
9. Planning more school activities at times when working parents can come.	4.427	.736	3	4.219	.828	6
10. Having more activities which include children, parents and teachers.	4.425	.705	4	4.260	.762	3

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Marital Status

Reasons (Total N=3103)[a]	Single Parent			Married Living with Spouse		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.249	.756	1	2.892	.730	2
2. The schools are too far away.	2.252	.793	10	2.081	.741	10
3. There are too many teachers to talk to.	2.219	.851	9	2.195	.728	9
4. Teachers don't ask parents to be involved in school as much.	2.889	.887	2	2.943	.759	1
5. Parents do not have time to be involved in school activities and work at the same time.	2.560	.880	8	2.349	.817	8
6. Children do not want their parents involved when they get to high school.	2.730	.949	6	2.628	.830	6
7. Parents can't leave smaller children alone at home.	2.762	.881	5	2.443	.794	7
8. There are not as many parent/teacher conferences.	2.785	.785	4	2.825	.755	3
9. There are not as many PTA activities for high school parents.	2.869	.867	3	2.821	.784	4
10. High school principals do not encourage parent involvement in the school.	2.673	.888	7	2.662	.840	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Family Work Status

Statements (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.463	.554	4		3.480	.604	4		3.434	.614	4	
2. Teachers should be in charge of getting parents involved in the school.	2.429	.784		5	2.833	.843			2.440	.765		
3. Teachers have enough to do without also having to work with parents.	2.004	.767		2	2.386	.924		4	2.090	.828		4
4. Teachers need to be trained for working with parents.	2.829	.705			3.000	.774			2.845	.757		
5. Principals should be in charge of getting parents involved in the school.	2.615	.768			2.902	.750			2.678	.769		
6. I want teachers to send more information home about classroom learning activities.	3.306	.613			3.353	.592			3.244	.620		
7. I usually feel at ease when I visit the school.	3.310	.691			3.209	.682			3.240	.673		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.459	.779			2.676	.884		5	2.391	.838		5
9. I do not have enough training to help make school decisions.	2.208	.745		4	2.334	.902		3	2.084	.823		3
10. I should make sure that my children do their homework.	3.610	.542	2		3.634	.604	2		3.668	.566	2	
11. Working parents do not have time to be involved in school activities.[e]	2.058	.793		3	2.332	.957		2	2.000	.890		2

[a] Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strong disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY FAMILY WORK STATUS (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By Family Work Status

Statements (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	806	97.3	5		338	96.6	3		705	96.2		
2. Teachers should be in charge of getting parents involved in the school.	349	42.6		5	217	62.4			311	42.8		5
3. Teachers have enough to do without also having to work with parents.	174	21.3		3	152	43.2		4	200	27.7		3
4. Teachers need to be trained for working with parents.	584	71.8			268	77.7			510	70.7		
5. Principals should be in charge of getting parents involved in the school.	454	56.0			249	71.8			426	59.6		
6. I want teachers to send more information home about classroom learning activities.	767	93.5			329	94.5			662	91.4		
7. I usually feel at ease when I visit the school.	761	91.9			311	89.1			662	91.2		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	399	48.3			199	57.5		5	324	44.4		
9. I do not have enough training to help make school decisions.	267	32.7		4	144	41.1		3	205	28.2		4
10. I should make sure that my children do their homework.	813	98.2	3		337	96.3	4		711	97.0		
11. Working parents do not have time to be involved in school activities.[e]	29	21.2		2	93	40.1		2	68	22.7		2

[a] N=Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Family Work Status

Statements (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	629	77.7			277	79.6			508	71.4		
13. I should have the final word in decisions about my children's schools.	582	71.8			257	74.5			451	63.2		
14. I cooperate with my children's teachers.[e]	135	98.5	2		227	99.6	1		294	99.3	1	
15. I should be responsible for getting more involved in my children's school.	811	97.8	4		341	96.9	2		681	94.7		
16. I want to spend time helping my children get the best education.[e]	137	100.0	1		229	99.6	1		296	99.0	2	
17. I have little to do with my children's success in school.	42	5.1		1	93	26.6		1	59	8.2		1
18. Parents should take part more in school decisions.[e]	126	95.5			219	96.1	5		273	92.2		
19. School districts should make rules for involving parents.[e]	88	66.2			180	79.3			205	68.6		
20. I should help evaluate my children's teachers and principal.[e]	98	76.0			174	76.7			191	65.0		

[a] N-Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By Family Work Status

Decisions (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	655	78.7	3	298	84.7	3	581	79.9	4
2. Choosing classroom discipline methods.	688	83.0	1	302	86.5	2	599	83.0	1
3. Selecting school textbooks and other learning materials.	571	68.9	6	251	71.1	8	504	69.3	6
4. Placing my children in Special Education.	558	67.6	7	264	75.6	7	531	73.1	5
5. Evaluating my child's progress.	669	80.6	2	305	86.9	1	596	82.9	2
6. Hiring principal and teachers.	412	50.0	11	191	55.2	13	322	44.2	13
7. Evaluating how well principals and teachers do their job.	597	72.4	5	274	77.8	6	494	67.8	8
8. Deciding what's most important for the school budget.	557	67.5	8	227	64.7	11	476	65.4	9
9. Firing principal and teachers.	374	45.2	13	167	47.4	14	284	39.0	14
10. Having more multicultural/bilingual education in the school.	425	51.8	10	229	65.4	10	418	57.5	11
11. Making school desegregation plans.	475	58.6	9	245	70.6	9	441	61.8	10
12. Setting school behavior rules.	661	80.6	2	293	83.7	4	582	80.5	3
13. Setting school rules for grading and passing children.[d]	104	75.9	4	184	80.0	5	203	68.4	7
14. Helping the school decide what to teach and how.[d]	64	46.7	12	145	63.0	12	170	57.2	12

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ____

Frequency and Rank Order of Interest in Parent Involvement Roles Compared By Family Work Status

Roles (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	527	64.0	7	241	68.3	7	373	52.0	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	796	96.5	2	314	89.0	2	617	85.7	3
3. Home Tutor - helping your children at home with school work or other educational activities.	773	93.7	3	312	88.9	3	652	90.6	2
4. Audience - supporting your child in school, for example, by going to schol performances, baking for bake sales, responding to notices from the school, etc.	811	98.3	1	326	92.4	1	688	95.6	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	660	79.7	5	260	73.7	6	566	77.9	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	690	83.0	4	295	83.8	4	560	76.9	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	645	77.7	6	262	74.6	5	530	72.7	6

[a] N-Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.
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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities
Compared By Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	129	17.4		5	152	48.4			243	36.9		
2. Helping children with homework.	732	92.7	4		306	91.9	2		620	90.1	2	
3. Visiting the school to see what is happening.	794	96.0	2		304	87.6	4		634	87.8	4	
4. Going to "open house" or special programs at school.	812	98.2	1		326	92.4	1		687	95.3	1	
5. Going to classes at the school which help you teach your children at home.	273	60.1			171	63.1			256	50.4		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	738	90.8	5		247	72.2			525	74.7		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	368	52.7			146	46.3			235	35.8		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	414	55.7			137	42.0			216	32.0		
9. Going with children and teachers on school field trips or picnics, or to parties.	685	84.9			204	59.3			383	55.0		
10. Going to workshops or other such educational activities for parents at the school.	408	66.2			177	58.4			300	49.9		
11. Organizing parent volunteer activities.	487	63.0			143	42.9			287	41.7		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
12. Taking part in PTA meetings.	741	90.1			270	77.1			566	78.4		
13. Planning the school budget.	195	26.9			102	32.9		2	158	24.3		4
14. Helping to plan what will be taught in the school.	80	12.0		4	110	36.5		4	152	25.0		5
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	696	86.8			293	85.7	5		584	83.1	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	694	85.7			266	78.5			556	78.4		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	352	47.0			172	54.6			318	48.5		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	143	20.2			138	46.2			185	29.7		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	71	9.6		2	107	35.2		3	125	19.4		
20. Helping to decide how well teachers and principals do their jobs.	71	10.5		3	118	41.3			113	19.2		2
21. Helping to hire or fire teachers and principals.	24	3.6		1	84	30.1		1	53	9.4		1

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM-Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities
Compared By Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	769	93.9	3		311	89.9	3		631	88.9	3	
23. Giving ideas to the school board or school administration for making changes.	283	35.9			130	40.5		5	245	36.1		
24. Going to meeting of the school board.	262	32.4			145	43.2			225	32.0		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Family Work Status

Suggestions (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	741	89.3	3	329	92.9	5	627	86.5	8
2. Making parents feel more welcome in the school.	769	93.2	1	338	95.2	2	654	90.6	2
3. Helping parents to better understand the subjects being taught.	737	89.3	3	332	93.5	4	641	89.4	4
4. Having informal meetings or activities where parents and school staff can get to know each other better.	738	89.1	4	318	90.3	8	618	85.6	9
5. Asking parents in what ways they would like to be involved.	732	88.7	5	305	86.9	10	643	89.1	5
6. Giving parents activities they can do at home with their children.	653	79.1	9	316	89.3	9	607	84.2	10
7. Helping student understand that having their parents involved is important.	717	86.6	7	325	91.8	7	635	88.0	7
8. Giving parents more information about children's success in school.	760	91.7	2	341	96.3	1	670	92.8	1
9. Planning more school activities at times when working parents can come.	700	84.5	8	335	94.4	3	650	90.0	3
10. Having more activities which include children, parents and teachers.	733	88.4	6	329	92.7	6	641	88.8	6

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared By Family Work Status

Reasons (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	625	77.8	2	299	87.2	1	570	80.2	1
2. The schools are too far away.	133	16.5	10	90	26.9	10	170	24.1	10
3. There are too many teachers to talk to.	212	26.5	9	134	39.6	9	210	29.9	9
4. Teachers don't ask parents to be involved in school as much.	640	80.6	1	233	69.6	2	504	71.9	2
5. Parents do not have time to be involved in school activities and work at the same time.	292	36.6	8	182	53.8	8	311	44.0	8
6. Children do not want their parents involved when they get to high school.	463	58.1	5	204	61.1	7	403	57.7	5
7. Parents can't leave smaller children alone at home.	344	43.3	7	219	65.6	5	343	49.1	7
8. There are not as many parent/teacher conferences.	528	68.8	4	227	68.6	4	479	69.3	3
9. There are not as many PTA activities for high school parents.	522	69.0	3	227	69.4	3	459	67.1	4
10. High school principals do not encourage parent involvement in the school.	428	57.5	6	203	61.9	6	376	56.0	6

[a] N-Number of parents responding to individual item.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

M

SECONDARY ANALYSIS OF RESPONSES COMPARED BY FAMILY WORK STATUS (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Family Work Status

Statements (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SA	SD			SAM	SDM
12. I would help my children more with homework if I knew what to do.	2.942	.738			3.040	.773			2.813	.822		
13. I should have the final word in decisions about my children's education.	2.933	.798			2.965	.799			2.800	.843		
14. I cooperate with my children's teachers.[e]	3.599	.521	3		3.575	.504	3		3.584	.520	3	
15. I should be responsible for getting more involved in my children's school.	3.462	.541	5		3.412	.573			3.394	.611	5	
16. I want to spend time helping my children get the best education.[e]	3.774	.420	1		3.696	.471	1		3.682	.501	1	
17. I have little to do with my children's success in school.	1.496	.670		1	1.900	.966		1	1.537	.731		1
18. Parents should take part more in school decisions.[e]	3.333	.588			3.439	.570	5		3.287	.623		
19. School districts should make rules for involving parents.[e]	2.797	.860			3.026	.787			2.809	.859		
20. I should help evaluate my children's teachers and principal.[e]	2.961	.833			3.035	.907			2.735	.896		

[a] Number of respondents

[b] X=Mean response, using a four-point scale of 1 (strong disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Family Work Status

Statements (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.161	1.022	3	4.264	.871	3	4.195	1.043	3
2. Choosing classroom discipline methods.	4.257	.993	1	4.395	.918	2	4.259	1.028	2
3. Selecting school textbooks and other learning materials.	3.929	1.089	8	3.895	1.018	8	3.850	1.169	6
4. Placing my children in Special Education.	3.946	1.174	7	4.037	1.130	5	4.065	1.161	4
5. Evaluating how well my children are learning.	4.207	.991	2	4.405	.895	1	4.277	.995	1
6. Hiring principal and teachers.	3.390	1.302	13	3.442	1.234	13	3.199	1.398	13
7. Evaluating how well principals and teachers do their job.	3.973	1.146	6	4.020	1.085	6	3.781	1.238	7
8. Deciding what's most important for the school budget.	3.817	1.114	9	3.766	1.142	10	3.695	1.196	9
9. Firing principal and teachers.	3.282	1.322	14	3.264	1.297	14	3.021	1.393	14
10. Having more multicultural/bilingual education in the school.	3.409	1.274	12	3.783	1.236	12	3.542	1.328	11
11. Making school desegregation plans.	3.544	1.323	10	3.841	1.198	9	3.613	1.378	10
12. Setting school behavior rules.	4.128	1.022	4	4.231	.958	4	4.046	1.107	5
13. Setting school rules for grading and passing children.[d]	4.000	1.169	5	4.013	.987	7	3.754	1.311	8
14. Helping the school decide what to teach and how.[d]	3.431	1.259	11	3.761	1.267	11	3.488	1.348	12

[a] Number of respondents
[b] X=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Family Work Status

Roles (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.647	1.372	7	3.654	1.346	7	3.220	1.515	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.690	.600	2	4.261	.920	3	4.243	1.008	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.642	.673	3	4.473	.903	2	4.508	.892	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.846	.461	1	4.479	.769	1	4.668	.646	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.215	.970	5	4.040	1.094	5	4.094	1.077	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.217	.981	4	4.179	.972	4	4.022	1.081	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.118	1.061	6	4.026	1.117	6	3.945	1.153	6

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.455	.893		5	2.226	1.250			2.073	1.329		
2. Helping children with homework.	3.604	.730	5		3.529	.793			3.515	.836	2	
3. Visiting the school to see what is happening.	3.669	.575	3		3.352	.747	4		3.364	.755	4	
4. Going to "open house" or special programs at school.	3.890	.410	1		3.448	.702	2		3.712	.568	1	
5. Going to classes at the school which help you teach your children at home.	2.711	1.190			2.594	1.111			2.474	1.176		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.594	.789			2.982	1.099			3.065	1.034		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.486	1.181			2.254	1.167			2.070	1.174		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.549	1.220			2.178	1.217			1.985	1.180		
9. Going with children and teachers on school field trips or picnics, or to parties.	3.335	.940			2.552	1.108			2.532	1.158		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
10. Going to workshops or other such educational activities for parents at the school.	2.828	1.143			2.644	1.220			2.411	1.172		
11. Organizing parent volunteer activities.	2.763	1.197			2.156	1.169			2.203	1.177		
12. Taking part in PTA meetings.	3.620	.758	4		3.137	.983			3.187	.975		
13. Planning the school budget.	1.796	1.147			1.874	1.094		2	1.747	1.073		5
14. Helping to plan what will be taught in the school.	1.396	.793		4	2.003	1.253		3	1.720	1.055		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.369	.882			3.234	.885	5		3.306	.957	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.257	.866			3.112	1.003			3.089	.997		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.339	1.190			2.467	1.184			2.402	1.221		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.659	.955			2.214	1.168			1.891	1.116		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.270	.706		2	2.007	1.290		4	1.552	1.042		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Family Work Status

Activities (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)				Single Parent Working Full Time (N=355)				Two Parents Working Full Time (N=735)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
20. Helping to decide how well teachers and principals do their jobs.	1.344	.768		3	2.045	1.146		5	1.586	.966		3
21. Helping to hire or fire teachers and principals.	1.129	.506		1	1.871	1.240		1	1.298	.726		1
22. Going to parent/teacher conferences about your child's progress.	3.674	.671	2		3.434	.744	3		3.513	.859	3	
23. Giving ideas to the school board or school administration for making changes.	1.973	1.082			2.193	1.217			2.032	1.119		
24. Going to meeting of the school board.	1.957	1.122			2.152	1.103			1.956	1.088		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Family Work Status

Suggestions (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Sending more information to parents about ways they could be involved.	4.146	.776	8	4.240	.662	8	4.154	.803	9
2. Making parents feel more welcome in the school.	4.360	.667	1	4.499	.622	2	4.332	.730	3
3. Helping parents to better understand the subjects being taught.	4.235	.711	4	4.394	.626	4	4.264	.752	6
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.220	.762	5	4.378	.737	5	4.176	.856	8
5. Asking parents in what ways they would like to be involved.	4.195	.766	6	4.228	.744	9	4.238	.780	7
6. Giving parents activities they can do at home with their children.	3.972	.860	10	4.325	.741	7	4.154	.883	9
7. Helping students understand that having their parents involved is important.	4.192	.808	7	4.370	.727	6	4.303	.778	5
8. Giving parents more information about children's success in school.	4.314	.697	2	4.556	.586	1	4.393	.711	1
9. Planning more school activities at times when working parents can come.	4.099	.827	9	4.442	.684	3	4.373	.805	2
10. Having more activities which include children, parents and teachers.	4.236	.737	3	4.442	.700	3	4.316	.790	4

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)
[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High school Compared by Family Work Status

Reasons (Total N=3103)[a]	Father Works Full Time, Mother Not Employed (N=834)			Single Parent Working Full Time (N=355)			Two Parents Working Full Time (N=735)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	2.520	.712	6	3.265	.747	1	3.028	.781	1
2. The schools are too far away.	2.009	.696	10	2.230	.737	10	2.164	.776	10
3. There are too many teachers to talk to.	2.164	.692	9	2.379	.836	9	2.242	.789	9
4. Teachers don't ask parents to be involved in school as much.	2.992	.750	1	2.904	.849	3	2.873	.802	2
5. Parents do not have time to be involved in school activities and work at the same time.	2.286	.776	8	2.550	.864	8	2.403	.876	8
6. Children do not want their parents involved when they get to high school.	2.624	.795	5	2.760	.957	5	2.616	.853	6
7. Parents can't leave smaller children alone at home.	2.410	.775	7	2.740	.864	6	2.498	.833	7
8. There are not as many parent/teacher conferences.	2.810	.762	3	2.789	.753	4	2.821	.771	3
9. There are not as many PTA activities for high school parents.	2.820	.788	2	2.908	.864	2	2.806	.787	4
10. High school principals do not encourage parent involvement in the school.	2.657	.835	4	2.686	.833	7	2.664	.851	5

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

N

SECONDARY ANALYSIS OF RESPONSES COMPARED BY CITY SIZE (PERCENT)

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by City Size

Roles (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	X^b	SD[c]	Rank	X^b	SD[c]	Rank	X^b	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.646	1.341	7	3.191	1.518	7	3.466	1.476	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.372	.912	3	4.372	.884	3	4.509	.854	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.595	.775	2	4.416	.905	2	4.552	.843	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.644	.673	1	4.702	.621	1	4.774	.559	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.116	1.062	5	4.108	1.028	4	4.157	1.018	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.223	1.007	4	4.006	1.062	6	4.089	1.072	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.025	1.135	6	4.019	1.075	5	4.041	1.127	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by City Size

Activities (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	2.054	1.232			1.626	1.087		5	1.727	1.170		
2. Helping children with homework.	3.427	.915	3		3.624	.625	2		3.677	.633	2	
3. Visiting the school to see what is happening.	3.423	.741	4		3.492	.696	4		3.553	.652	4	
4. Going to "open house" or special programs at school.	3.603	.666	1		3.754	.566	1		3.877	.417	1	
5. Going to classes at the school which help you teach your children at home.	2.698	1.145			2.480	1.215			2.559	1.192		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.081	1.087			3.330	.965			3.454	.874		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.257	1.196			2.311	1.174			2.306	1.173		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.211	1.236			2.324	1.225			2.286	1.218		
9. Going with children and teachers on school field trips or picnics, or to parties.	2.691	1.177			2.918	1.099			3.129	1.056		

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by City Size

Activities (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	X^b	SD[c]	Rank[d]		X^b	SD[c]	Rank[d]		X^b	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
10. Going to workshops or other such educational activities for parents at the school.	2.580	1.207			2.549	1.185			2.688	1.181		
11. Organizing parent volunteer activities.	2.329	1.222			2.438	1.211			2.642	1.212		
12. Taking part in PTA meetings.	3.215	.991			3.378	.916	5		3.486	.875	5	
13. Planning the school budget.	1.893	1.138		5	1.780	1.086			1.700	1.087		5
14. Helping to plan what will be taught in the school.	1.838	1.139		4	1.503	.873		4	1.480	.875		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.307	.902	5		3.288	.950			3.367	.888		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.058	1.017			3.239	.888			3.239	.881		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.403	1.216			2.352	1.188			2.416	1.183		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	2.031	1.153			1.737	1.017			1.727	1.030		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.704	1.125		2	1.432	.938		2	1.455	.957		3

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by City Size

Activities (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	X^b	SD^c	Rank[d]		X^b	SD^c	Rank[d]		X^b	SD^c	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
20. Helping to decide how well teachers and principals do their jobs.	1.806	1.098		3	1.480	.903		3	1.427	.850		2
21. Helping to hire or fire teachers and principals.	1.585	1.043		1	1.215	.652		1	1.152	.518		1
22. Going to parent/teacher conferences about your child's progress.	3.524	.805	2		3.577	.727	3		3.602	.756	3	
23. Giving ideas to the school board or school administration for making changes.	2.042	1.160			2.111	1.120			2.046	1.088		
24. Going to meeting of the school board.	2.091	1.177			2.093	1.135			1.897	1.048		

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by City Size

Suggestions (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	$\bar{X}$[b]	SD[c]	Rank	$\bar{X}$[b]	SD[c]	Rank	$\bar{X}$[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.280	.765	10	4.090	.738	8	4.075	.766	9
2. Making parents feel more welcome in the school.	4.468	.675	2	4.307	.708	2	4.289	.716	1
3. Helping parents to better understand the subjects being taught.	4.385	.709	6	4.188	.690	4	4.199	.719	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.332	.784	8	4.173	.769	6	4.118	.823	7
5. Asking parents in what ways they would like to be involved.	4.333	.757	7	4.137	.771	7	4.129	.785	6
6. Giving parents activities they can do at home with their children.	4.291	.809	9	3.964	.863	9	3.914	.880	10
7. Helping students understand that having their parents involved is important.	4.444	.708	3	4.174	.784	5	4.136	.811	5
8. Giving parents more information about children's success in school.	4.526	.666	1	4.329	.693	1	4.268	.704	2
9. Planning more school activities at times when working parents can come.	4.427	.762	5	4.174	.818	5	4.096	.846	8
10. Having more activities which include children, parents and teachers.	4.436	.721	4	4.213	.762	3	4.159	.762	4

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by City Size

Statements (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.495	.595	3		3.353	.587	3		3.399	.593	3	
2. Teachers should be in charge of getting parents involved in the school.	2.723	.825			2.412	.749		4	2.335	.726		4
3. Teachers have enough to do without also having to work with parents.	2.229	.892		4	2.063	.745		2	2.010	.778		2
4. Teachers need to be trained for working with parents.	2.896	.806			2.818	.684			2.894	.707		
5. Principals should be in charge of getting parents involved in the school.	2.856	.776			2.566	.732			2.569	.752		
6. I want teachers to send more information home about classroom learning activities.	3.365	.611	5		3.262	.578	5		3.240	.594	5	
7. I usually feel at ease when I visit the school.	3.266	.678			3.265	.670	4		3.289	.673	4	
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.472	.896		5	2.487	.792		5	2.506	.805		5
9. I do not have enough training to help make school decisions.	2.180	.866		3	2.230	.793		3	2.252	.755		3
10. I should make sure that my children do their homework.	3.708	.529	1		3.552	.605	1		3.591	.561	1	
11. Working parents do not have time to be involved in school activities.[e]	2.133	.904		2								
12. I would help my children more with homework if I knew what to do.	2.984	.808			2.769	.759			2.900	.725		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by City Size

Statements (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]		$\bar{X}$[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
13. I should have the final word in decisions about my children's education.	2.931	.841			2.903	.801			2.895	.787		
14. I cooperate with my children's teachers.[e]	3.551	.553	2									
15. I should be responsible for getting more involved in my children's school.	3.440	.596	4		3.355	.611	2		3.404	.582	2	
16. I want to spend time helping my children get the best education.[e]	3.699	.482										
17. I have little to do with my children's success in school.	1.736	.897		1	1.521	.663		1	1.492	.647	1	1
18. Parents should take part more in school decisions.[e]	3.321	.627										
19. School districts should make rules for involving parents.[e]	2.862	.838										
20. I should help evaluate my children's teachers and principal.[e]	2.907	.871										

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by City Size

Reasons (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.190	.755	1	2.848	.741	3	2.946	.684	2
2. The schools are too far away.	2.242	.825	9	2.158	.718	10	1.928	.636	10
3. There are too many teachers to talk to.	2.289	.834	10	2.202	.689	9	2.145	.678	9
4. Teachers don't ask parents to be involved in school as much.	2.865	.852	2	2.951	.728	1	3.008	.709	1
5. Parents do not have time to be involved in school activities and work at the same time.	2.450	.897	8	2.378	.763	8	2.318	.790	8
6. Children do not want their parents involved when they get to high school.	2.613	.922	7	2.649	.765	6	2.679	.814	5
7. Parents can't leave smaller children alone at home.	2.708	.902	5	2.396	.708	7	2.321	.717	7
8. There are not as many parent/teacher conferences.	2.744	.838	4	2.888	.680	2	2.870	.701	4
9. There are not as many PTA activities for high school parents.	2.773	.865	3	2.839	.715	4	2.893	.764	3
10. High school principals do not encourage parent involvement in the school.	2.641	.897	6	2.707	.803	5	2.670	.815	6

[a] Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by City Size

Decisions (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.359	.879	2	4.069	1.031	3	4.063	1.061	2
2. Choosing classroom discipline methods.	4.352	.937	3	4.219	1.000	1	4.217	1.022	1
3. Selecting school textbooks and other learning materials.	3.965	1.058	8	3.903	1.053	5	3.869	1.148	5
4. Placing my children in Special Education.	4.159	1.139	5	3.779	1.194	7	3.946	1.178	4
5. Evaluating how well my children are learning.	4.526	.791	1	4.054	1.051	4	4.063	1.071	2
6. Hiring principal and teachers.	3.429	1.328	13	3.260	1.357	11	3.317	1.312	10
7. Evaluating how well principals and teachers do their job.	4.043	1.117	6	3.876	1.156	6	3.852	1.192	6
8. Deciding what's most important for the school budget.	3.839	1.130	9	3.686	1.149	8	3.698	1.169	7
9. Firing principal and teachers.	3.205	1.360	14	3.195	1.388	12	3.175	3.00	11
10. Having more multicultural/bilingual education in the school.	3.697	1.311	10	3.472	1.231	10	3.376	1.281	9
11. Making school desegregation plans.	3.659	1.313	11	3.656	1.312	9	3.554	1.343	8
12. Setting school behavior rules.	4.196	1.015	4	4.104	1.001	2	4.053	1.063	3
13. Setting school rules for grading and passing children.[d]	3.932	1.160	7						
14. Helping the school decide what to teach and how.[d]	3.573	1.298	12						

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY CITY SIZE (MEANS)

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By City Size

Activities (Total N-3103)[a]	Large Size City (N=1321)				Medium Size City (N-680)				Small Size City (N=1102)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	445	39.7			142	23.2		5	250	25.9		
2. Helping children with homework.	1040	87.2	4		614	95.0	2		1020	95.4		2
3. Visiting the school to see what is happening.	1149	89.9	3		606	91.0	4		1013	93.4		3
4. Going to "open house" or special programs at school.	1212	93.7	1		640	96.0	1		1067	98.3		1
5. Going to classes at the school which help you teach your children at home.	586	62.5			225	52.0			337	52.9		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	924	74.3			551	83.7			925	86.4		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	510	44.4			277	45.3			407	44.0		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	502	42.6			291	45.8			435	44.2		
9. Going with children and teachers on school field trips or picnics, or to parties.	783	62.4			453	69.1			815	77.2		
10. Going to workshops or other such educational activities for parents at the school.	610	56.7			293	56.0			502	59.5		
11. Organizing parent volunteer activities.	560	47.2			331	50.9			610	58.7		

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation - The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency - The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM-Take Part Most and TPL-Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By City Size

Activities (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
12. Taking part in PTA meetings.	1010	78.7			544	82.3			940	87.0		5
13. Planning the school budget.	346	31.3		5	155	25.9			235	24.0		
14. Helping to plan what will be taught in the school.	296	29.0		3	92	16.3		4	154	16.1		3
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	1056	85.0	5		545	84.0			925	86.4		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	962	77.0			561	84.9	5		902	84.6		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	568	49.4			296	48.4			489	49.1		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	384	36.3			135	23.3			229	23.3		5
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	274	25.1		2	94	15.5		3	164	16.2		4
20. Helping to decide how well teachers and principals do their jobs.	294	29.6		4	84	14.8		2	128	13.3		2

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By City Size

Activities (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
21. Helping to hire or fire teachers and principals.	195	20.9		1	37	6.6		1	39	4.1		1
22. Going to parent/teacher conferences about your child's progress.	1142	90.1	2		602	91.9	3		993	92.5	4	
23. Giving ideas to the school board or school administration for making changes.	423	36.6			248	38.7			398	37.6		
24. Going to meeting of the school board.	466	38.6			245	37.2			317	29.4		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By City Size

Suggestions (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	1178	90.5	6	583	87.9	5	958	88.2	4
2. Making parents feel more welcome in the school.	1215	93.6	2	605	90.7	2	984	91.0	2
3. Helping parents to better understand the subjects being taught.	1181	91.3	5	591	89.0	3	970	89.6	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	1151	88.8	9	584	87.8	6	916	84.7	8
5. Asking parents in what ways they would like to be involved.	1157	89.6	8	583	88.1	4	951	87.9	5
6. Giving parents activities they can do at home with their children.	1141	88.4	10	518	77.8	10	834	77.1	10
7. Helping student understand that having their parents involved is important.	1204	92.7	3	575	86.5	9	921	85.4	7
8. Giving parents more information about children's success in school.	1229	94.6	1	615	92.3	1	987	91.1	1
9. Planning more school activities at times when working parents can come.	1194	90.4	7	579	87.1	8	910	84.4	9
10. Having more activities which include children, parents and teachers.	1192	91.6	4	584	87.7	7	934	86.6	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by City Size

Reasons (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	1082	86.1	1	481	74.7	3	843	79.8	2
2. The schools are too far away.	363	29.1	10	153	23.7	10	121	11.5	10
3. There are too many teachers to talk to.	428	34.4	9	183	28.6	9	269	25.6	9
4. Teachers don't ask parents to be involved in school as much.	879	70.7	2	501	78.5	1	841	81.3	1
5. Parents do not have time to be involved in school activities and work at the same time.	579	46.4	8	277	43.5	8	412	39.3	7
6. Children do not want their parents involved when they get to high school.	691	56.0	6	377	59.4	6	634	60.8	5
7. Parents can't leave smaller children alone at home.	758	61.3	5	270	42.6	7	395	38.2	8
8. There are not as many parent/teacher conferences.	771	63.8	3	463	74.9	2	763	75.0	3
9. There are not as many PTA activities for high school parents.	765	63.3	4	438	71.3	4	745	74.1	4
10. High school principals do not encourage parent involvement in the school.	660	55.2	7	358	59.6	5	571	57.5	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement - The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency - The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By City Size

Statements (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N-1102)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	1267	96.6	4		647	96.0	1		1047	95.7	3	
2. Teachers should be in charge of getting parents involved in the school.	770	59.4			294	43.8		4	399	36.7		4
3. Teachers have enough to do without also having to work with parents.	452	35.0		4	161	24.1		2	232	21.4		2
4. Teachers need to be trained for working with parents.	912	71.0			476	71.6			817	75.4		
5. Principals should be in charge of getting parents involved in the school.	900	70.5			366	55.1			565	52.4		
6. I want teachers to send more information home about classroom learning activities.	1227	94.6			626	93.6	4		1003	92.6	4	
7. I usually feel at ease when I visit the school.	1180	91.3			608	90.6	5		1004	91.9	5	
8. I have a hard time teaching some skills to my children like reading, math, and writing.	632	48.7		5	330	48.8		5	568	52.1		5
9. I do not have enough training to help make school decisions.	436	33.7		3	221	33.2		3	380	35.2		3
10. I should make sure that my children do their homework.	1281	98.0	3		646	95.6	2		1074	97.8	1	
11. Working parents do not have time to be involved in school activities.[e]	297	29.4		2	---	----	-	-	----	----		

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM-Strongly Agree Most and SDM-Strongly Disagree Most.

[e] Item included in 1985 survey only.

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Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By City Size

Statements (Total N=3103)[a]	Large Size City (N=1321)				Medium Size City (N=680)				Small Size City (N=1102)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	1006	78.3			459	69.8			822	76.7		
13. I should have the final word in decisions about my children's schools.	911	71.1			457	70.3			741	69.4		
14. I cooperate with my children's teachers.[e]	985	98.3	2		---	----			---	----		
15. I should be responsible for getting more involved in my children's school.	1234	95.7	5		634	94.6	3		1051	96.4	2	
16. I want to spend time helping my children get the best education.[e]	1004	99.3	1		---	----			---	----		
17. I have little to do with my children's success in school.	233	18.0		1	41	6.2		1	48	4.4		1
18. Parents should take part more in school decisions.[e]	931	93.3										
19. School districts should make rules for involving parents.[e]	704	70.5			---	----			---	----		
20. I should help evaluate my children's teachers and principal.[e]	710	71.8			---	----			---	----		

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By City Size

Decisions (Total N=3103)[a]	Large Size City (N=1321)			Medium Size City (N=680)			Small Size City (N=1102)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	1105	84.6	2	522	77.9	2	832	76.0	3
2. Choosing classroom discipline methods.	1086	83.9	3	552	82.1	1	906	83.0	1
3. Selecting school textbooks and other learning materials.	937	71.9	8	472	70.3	4	752	68.7	6
4. Placing my children in Special Education.	993	76.9	5	410	61.1	8	756	69.2	5
5. Evaluating my child's progress.	1168	89.8	1	515	76.8	3	827	76.0	3
6. Hiring principal and teachers.	679	52.4	13	314	47.0	10	535	49.1	10
7. Evaluating how well principals and teachers do their job.	990	75.9	6	468	69.7	5	760	69.6	4
8. Deciding what's most important for the school budget.	867	66.8	9	421	62.9	7	713	65.3	7
9. Firing principal and teachers.	580	44.5	14	294	43.8	11	468	42.9	11
10. Having more multicultural/bilingual education in the school.	819	62.9	10	355	53.1	9	559	51.3	9
11. Making school desegregation plans.	797	62.1	11	434	65.3	6	629	59.0	8
12. Setting school behavior rules.	1071	82.4	4	552	82.1	1	860	79.8	2
13. Setting school rules for grading and passing children.[d]	748	74.1	7	---	----		---	----	
14. Helping the school decide what to teach and how.[d]	576	57.0	12	---	----		---	----	

[a] N=Number of parents responding to individual item.
[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.
[d] Item included in 1985 survey only.

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Table ____

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by City Size

Roles (Total N-3103)[a]	Large Size City (N-1321)			Medium Size City (N-680)			Small Size City (N-1102)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	842	64.5	7	348	51.9	7	634	59.0	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	1164	89.0	3	597	89.2	2	992	92.0	2
3. Home Tutor - helping your children at home with school work or other educational activities.	1204	92.3	2	591	88.1	3	988	91.7	3
4. Audience - supporting your child in school, for example, by going to schol performances, baking for bake sales, responding to notices from the school, etc.	1232	94.4	1	645	96.1	1	1052	97.5	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	995	76.0	5	518	77.5	4	870	80.1	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	1091	83.3	4	504	75.2	5	859	78.9	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	972	74.3	6	497	74.4	6	818	75.1	6

[a] N-Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

P

SECONDARY ANALYSIS OF RESPONSES COMPARED BY AGE (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Age

Statements (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	1297	96.8	4		1478	95.6	5	
2. Teachers should be in charge of getting parents involved in the school.	663	49.7		4	686	44.7		5
3. Teachers have enough to do without also having to work with parents.	383	29.0		2	383	25.0		3
4. Teachers need to be trained for working with parents.	908	68.8			1153	75.7		
5. Principals should be in charge of getting parents involved in the school.	792	60.0			910	60.2		
6. I want teachers to send more information home about classroom learning activities.	1259	94.6			1422	93.1		
7. I usually feel at ease when I visit the school.	1208	91.0			1406	91.3		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	665	49.9		5	752	48.9		
9. I do not have enough training to help make school decisions.	437	32.9		3	505	33.1		4
10. I should make sure that my children do their homework.	1315	98.1	3		1501	97.0	3	

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Age

Statements (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM
11. Working parents do not have time to be involved in school activities.[e]	151	30.2			.99	23.1		2
12. I would help my children more with homework if I knew what to do.	1029	78.3			1112	73.5		
13. I should have the final word in decisions about my children's education.	942	71.6			1033	68.9		
14. I cooperate with my children's teachers.[e]	487	98.6	2		416	97.9	2	
15. I should be responsible for getting more involved in my children's school.	1278	95.8			1466	95.9	4	
16. I want to spend time helping my children get the best education.[e]	498	99.2	1		423	99.3	1	
17. I have little to do with my children's success in school.	139	10.5		1	132	8.6		1
18. Parents should take part more in school decisions.[e]	458	93.3	5		394	92.9		
19. School districts should make rules for involving parents.[e]	349	70.2			286	68.1		
20. I should help evaluate my children's teachers and principal.[e]	362	73.9			281	67.4		

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions about Parent Involvement Compared by Age

Decisions (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	1045	77.9	4	1254	81.3	2
2. Choosing classroom discipline methods.	1138	85.2	1	1247	81.2	3
3. Selecting school textbooks and other learning materials.	920	68.6	8	1103	71.6	4
4. Placing my children in Special Education.	943	70.6	7	1069	69.6	7
5. Evaluating how well my children are learning.	1105	82.6	2	1252	81.6	1
6. Hiring principal and teachers.	644	48.2	13	761	49.7	12
7. Evaluating how well principals and teachers do their job.	1002	74.6	5	1076	70.1	6
8. Deciding what's most important for the school budget	870	65.1	9	999	65.0	8
9. Firing principal and teachers.	558	41.6	14	682	44.4	13
10. Having more multicultural/bilingual education in the school.	769	57.4	11	834	54.2	11
11. Making school desegregation plans.	814	61.6	10	920	61.0	9
12. Setting school behavior rules.	1085	81.3	3	1240	81.2	3
13. Setting school rules for grading and passing children.[d]	373	74.3	6	302	71.4	5
14. Helping the school decide what to teach and how.[d]	269	53.6	12	244	57.5	10

[a] N=Number of parents responding to individual item.
[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.
[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Age

Roles (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	840	63.2	7	846	55.1	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	1188	89.2	3	1394	90.7	3
3. Home Tutor - helping your children at home with school work or other educational activities.	1211	91.1	2	1401	91.2	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	1263	94.9	1	1494	97.1	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	1002	74.7	5	1226	79.7	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	1073	79.9	4	1234	80.1	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	950	70.8	6	1188	77.1	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	347	28.7			411	30.0		
2. Helping children with homework.	1170	92.1	2		1346	91.8	3	
3. Visiting the school to see what is happening.	1201	90.4	4		1398	92.0	2	
4. Going to "open house" or special programs at school.	1275	95.1	1		1476	96.8	1	
5. Going to classes at the school which help you teach your children at home.	503	56.4			529	54.6		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	972	75.1			1275	84.8		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	478	41.4			612	44.7		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	473	39.1			645	45.3		
9. Going with children and teachers on school field trips or picnics, or to parties.	822	63.7			1093	72.9		
10. Going to workshops or other such educational activities for parents at the school.	535	51.2			746	60.1		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ____
Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	579	46.6			809	55.2		
12. Taking part in PTA meetings.	1038	78.4			1301	85.3		
13. Planning the school budget.	288	24.5		5	369	27.2		5
14. Helping to plan what will be taught in school.	222	20.1		3	247	19.4		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	1084	83.5	5		1294	86.4	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	1004	77.5			1274	84.4		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	510	42.5			733	52.4		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	285	25.4			376	28.1		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	229	19.6		2	230	16.6		3
20. Helping to decide how well teachers and principals do their jobs.	222	20.3		4	210	16.5		2
21. Helping to hire or fire teachers and principals.	109	10.4		1	107	8.5		1

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table
Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	1205	91.2	3		1375	91.4	4	
23. Giving ideas to the school board or school administration for making changes.	410	32.9			576	39.7		
24. Going to meeting of the school board.	383	29.9			550	36.7		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ____
Frequency and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Age

Suggestions (Total N=3103)[a]	Under 35 Year Old (N=1351)			35 or More Years Old (N=1555)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	1200	89.6	6	1361	88.4	4
2. Making parents feel more welcome in the school.	1217	90.8	4	1423	92.7	1
3. Helping parents to better understand the subjects being taught.	1228	91.7	2	1353	88.4	4
4. Having informal meetings or activities where parents and school staff can get to know each other better.	1163	87.2	9	1331	86.5	7
5. Asking parents in what ways they would like to be involved.	1194	89.4	7	1342	87.7	5
6. Giving parents activities they can do at home with their children.	1129	84.6	10	1215	79.3	9
7. Helping students understand that having their parents involved is important.	1179	88.1	8	1365	88.9	3
8. Giving parents more information about children's success in school.	1262	94.1	1	1409	91.7	2
9. Planning more school activities at times when working parents can come.	1209	90.4	5	1322	86.0	8
10. Having more activities which include children, parents and teachers.	1222	91.3	3	1332	86.7	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestion.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

Table
Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Age

Reasons (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	1078	83.3	1	1204	79.5	1
2. The schools are too far away.	285	22.1	10	313	20.8	10
3. There are too many teachers to talk to.	401	31.2	9	409	27.3	9
4. Teachers don't ask parents to be involved in school as much.	934	73.8	2	1173	78.3	2
5. Parents do not have time to be involved in school activities and work at the same time.	581	45.3	8	598	39.9	8
6. Children do not want their parents involved when they get to high school.	750	59.0	5	860	57.7	5
7. Parents can't leave smaller children alone at home.	649	51.1	7	668	45.1	7
8. There are not as many parent/teacher conferences.	858	69.1	3	1033	70.9	3
9. There are not as many PTA activities for high school parents.	815	66.6	4	1020	69.9	4
10. High school principals do not encourage parent involvement in the school.	687	56.6	6	808	56.5	6

[a] N=Number of parents responding to individual item.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

Q

SECONDARY ANALYSIS OF RESPONSES COMPARED BY AGE (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Age

Statements (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.471	.583	4		3.402	.640	5	
2. Teachers should be in charge of getting parents involved in the school.	2.537	.777			2.460	.774		
3. Teachers have enough to do without also having to work with parents.	2.145	.837		2	2.066	.814		3
4. Teachers need to be trained for working with parents.	2.814	.753			2.907	.723		
5. Principals should be in charge of getting parents involved in the school.	2.688	.758			2.680	.788		
6. I want teachers to send more information about classroom learning activities.	3.335	.599			3.258	.593		
7. I usually feel at ease when I visit the school.	3.277	.664			3.284	.687		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.486	.822		5	2.456	.833		5
9. I do not have enough training to help make school decisions.	2.213	.807		4	2.195	.810		4
10. I should make sure that my children do their homework.	3.676	.538	2		3.596	.572	2	
11. Working parents do not have time to be involved in school activities.[e]	2.174	.909		3	2.030	.877		2
12. I would help my children more with homework if I knew what to do.	2.963	.759			2.844	.765		

[a] N=Number of respondents
[b] $\bar{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Age

Statements (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	X^b	SD[c]	Rank[d]		X^b	SD[c]	Rank[d]	
			SA	SD			SAM	SDM
13. I should have the final word in decisions about my children's education.	2.951	.803			2.883	.825		
14. I cooperate with my children's teachers.	3.534	.550	3		3.527	.566	3	
15. I should be responsible for getting more involved in my children's school.	3.412	.590	5		3.417	.591	4	
16. I want to spend time helping my children get the best education.[e]	3.693	.479	1		3.685	.499	1	
17. I have little to do with my children's success in school.	1.580	.775		1	1.592	.752		1
18. Parents should take part more in school decisions.[e]	3.312	.605			3.274	.638		
19. School districts should make rules for involving parents.[e]	2.887	.844			2.821	.862		
20. I should help evaluate my children's teachers and principal.[e]	2.933	.835			2.801	.872		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Interest in Decisions about Parent Involvement Compared by Age

Decisions (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.157	.986	3	4.215	1.004	2
2. Choosing classroom discipline methods.	4.336	.916	1	4.212	1.023	3
3. Selecting school textbooks and other learning materials.	3.885	1.079	8	3.946	1.099	6
4. Placing my children in Special Education.	4.008	1.165	5	3.976	1.190	5
5. Evaluating how well my children are learning.	4.291	.959	2	4.218	.994	1
6. Hiring principal and teachers.	3.330	1.298	13	3.346	1.359	13
7. Evaluating how well principals and teachers do their job.	3.986	1.116	6	3.890	1.186	8
8. Deciding what's most important for the school budget.	3.775	1.124	9	3.715	1.158	9
9. Firing principal and teachers.	3.168	1.353	14	3.193	1.359	14
10. Having more multicultural/bilingual education in the school.	3.569	1.261	11	3.443	1.314	12
11. Making school desegration plans.	3.638	1.302	10	3.593	1.348	10
12. Setting school behavior rules.	4.121	1.017	4	4.105	1.031	4
13. Setting school rules for grading and passing children.[d]	3.928	1.188	7	3.903	1.165	7
14. Helping the school decide what to teach and how.[d]	3.476	1.316	12	3.590	1.255	11

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles
Compared by Age

Roles (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.609	1.381	7	3.330	1.500	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.384	.896	3	4.457	.884	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.552	.819	2	4.526	.851	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.682	.660	1	4.747	.573	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.045	1.070	5	4.175	1.006	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.133	1.024	4	4.125	1.064	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	3.926	1.155	6	4.093	1.078	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	X^b	SD[c]	Rank[d]		X^b	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.783	1.171			1.830	1.202		
2. Helping children with homework.	3.587	.770	2		3.540	.769	3	
3. Visiting the school to see what is happening.	3.436	.721	4		3.512	.688	4	
4. Going to "open house" or special programs at school.	3.701	.600	1		3.789	.527	1	
5. Going to classes at the school which help you teach your children at home.	2.595	1.181			2.564	1.196		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.121	1.081			3.377	.921		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.213	1.192			2.304	1.178		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.141	1.221			2.311	1.226		
9. Going with children and teachers on school field trips or picnics, or to parties.	2.773	1.178			2.993	1.098		
10. Going to workshops or other such educational activities for parents at the school.	2.430	1.202			2.684	1.166		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	X^b	SD[c]	Rank[d]		X^b	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	2.311	1.219			2.565	1.224		
12. Taking part in PTA meetings.	3.228	.975			3.431	.909	5	
13. Planning the school budget.	1.739	1.088		5	1.795	1.120		5
14. Helping to plan what will be taught in the school.	1.580	1.967		4	1.582	.956		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.309	.925	5		3.343	.897		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.061	.987			3.229	.901		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.204	1.200			2.514	1.180		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.770	1.058			1.852	1.091		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.548	1.025		2	1.465	.957		2
20. Helping to decide how well teachers and principals do their jobs.	1.582	1.987		3	1.520	.930		3

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Age

Activities (Total N=3103)[a]	Under 35 Years Old (N=1351)				35 or More Years Old (N=1555)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
21. Helping to hire or fire teachers and principals.	1.308	.775		1	1.268	.717		1
22. Going to parent/teacher conferences about your child's progress.	3.570	.773	3		3.572	.768	2	
23. Givng ideas to the school board or school administration for making changes.	1.933	1.094			2.108	1.112		
24. Going to meeting of the school board.	1.895	1.112			2.073	1.121		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Age

Suggestions (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.181	.764	9	4.158	.770	9
2. Making parents feel more welcome in the school.	4.349	.727	2	4.369	.681	1
3. Helping parents to better understand the subjects being taught.	4.333	.697	4	4.218	.732	5
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.223	.816	7	4.194	.794	7
5. Asking parents in what ways they would like to be involved.	4.240	.759	8	4.199	.792	6
6. Giving parents activities they can do at home with their children.	4.156	.820	10	4.003	.892	10
7. Helping students understand that having their parents involved is important.	4.285	.781	6	4.269	.774	3
8. Giving parents more information about children's success in school.	4.425	.678	1	4.349	.707	2
9. Planning more school activities at times when working parents can come.	4.320	.787	5	4.190	.840	8
10. Having more activities which include children, parents and teachers.	4.339	.717	3	4.226	.784	4

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Age

Reasons (Total N=3103)[a]	Under 35 Years Old (N=1351)			35 or More Years Old (N=1555)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.072	.724	1	2.970	.742	2
2. The schools are too far away.	2.116	.765	10	2.096	.740	10
3. There are too many teachers to talk to.	2.229	.775	9	2.189	.724	9
4. Teachers don't ask parents to be involved in school as much.	2.881	.793	2	2.976	.741	1
5. Parents do not have time to be involved in school activities and work at the same time.	2.412	.846	8	2.353	.812	8
6. Children do not want their parents involved when they get to high school.	2.638	.837	5	2.634	.840	6
7. Parents can't leave smaller children alone at home.	2.543	.829	7	2.435	.798	7
8. There are not as many parent/teacher conferences.	2.808	.770	4	2.838	.747	3
9. There are not as many PTA activities for high school parents.	2.789	.813	3	2.835	.774	4
10. High school principals do not encourage parent involvement in the school.	2.645	.844	6	2.679	.855	5

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY NUMBER OF CHILDREN (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Number of Children in Family

Statements (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	Frequency of Agreement[b]	Adjusted Frequency (Per-cent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Per-cent)[c]	Rank[d] SAM	Rank[d] SDM
1. Teachers should give me ideas about helping my children with homework.	1663	96.2	4		1215	96.2	4	
2. Teachers should be in charge of getting parents involved in the school.	807	47.0		5	609	48.7		5
3. Teachers have enough to do without also having to work with parents.	451	26.3		2	368	29.6		2
4. Teachers need to be trained for working with parents.	1224	71.5			915	74.0		
5. Principals should be in charge of getting parents involved in the school.	1014	59.5			756	61.6		
6. I want teachers to send more information home about classroom learning activities.	1603	93.7			1170	93.5		
7. I usually feel at ease when I visit the school.	1574	91.3			1138	91.1		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	811	47.2			668	53.1		
9. I do not have enough training to help make school decisions.	540	31.6		4	459	36.9		4
10. I should make sure that my children do their homework.	1676	96.8	3		1238	98.2	2	

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements about Parent Involvement Compared by Number of Children in Family

Statements (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d] SAM	Rank[d] SDM
11. Working parents do not have time to be involved in school activities.[e]	142	27.0		3	144	32.1		3
12. I would help my children more with homework if I knew what to do.	1240	73.5			984	79.0		
13. I should have the final word in decisions about my children's education.	1181	70.1			872	70.7		
14. I cooperate with my children's teachers.[e]	513	98.8	2		438	98.0	3	
15. I should be responsible for getting more involved in my children's school.	1645	96.1	5		1197	95.4	5	
16. I want to spend time helping my children get the best education.[e]	521	99.2	1		447	99.6	1	
17. I have little to do with my children's success in school.	144	8.4		1	159	12.7		1
18. Parents should take part more in school decisions.[e]	483	92.5			413	94.1		
19. School districts should make rules for involving parents.[e]	347	67.0			329	74.1		
20. I should help evaluate my children's teachers and principal.[e]	367	71.1			315	72.2		

[a] N=Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions about Parent Involvement Compared by Number of Children in Family

Decisions (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	1376	79.5	4	1012	80.4	3
2. Choosing classroom discipline methods.	1434	83.3	1	1037	83.0	2
3. Selecting school textbooks and other learning materials.	1202	69.6	7	900	71.6	7
4. Placing my children in Special Education.	1170	68.0	8	925	73.8	5
5. Evaluating how well my children are learning.	1396	81.1	3	1047	83.6	1
6. Hiring principal and teachers.	836	48.6	13	637	51.0	12
7. Evaluating how well principals and teachers do their job.	1235	71.4	6	920	73.4	6
8. Deciding what's most important for the school budget	1094	63.5	9	848	67.7	8
9. Firing principal and teachers.	712	41.3	14	590	47.0	13
10. Having more multicultural/bilingual education in the school.	942	54.6	12	732	58.4	10
11. Making school desegregation plans.	1043	61.4	10	761	61.6	9
12. Setting school behavior rules.	1401	81.8	2	1011	79.5	4
13. Setting school rules for grading and passing children.[d]	389	74.0	5	328	73.4	6
14. Helping the school decide what to teach and how.[d]	294	55.9	11	259	57.8	11

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles Compared by Number of Children in Family

Roles (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	991	57.9	7	770	61.3	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	1555	90.6	3	1122	89.2	3
3. Home Tutor - helping your children at home with school work or other educational activities.	1559	90.9	2	1150	91.6	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	1650	96.1	1	1204	95.7	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	1339	77.8	5	982	77.9	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	1362	79.0	4	1025	81.1	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	1278	74.2	6	946	75.0	6

[a] N=Number of parents responding to individual item.

[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Number of Children in Family

Activities (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	462	29.5			345	31.1		
2. Helping children with homework.	1519	92.7	2		1092	91.2	2	
3. Visiting the school to see what is happening.	1583	92.5	3		1121	90.3	4	
4. Going to "open house" or special programs at school.	1657	96.3	1		1192	95.5	1	
5. Going to classes at the school which help you teach your children at home.	654	59.1			450	53.6		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	1383	82.2			956	78.4		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	714	46.7			441	40.4		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	710	44.8			480	41.8		
9. Going with children and teachers on school field trips or picnics, or to parties.	1162	69.7			838	68.2		
10. Going to workshops or other such educational activities for parents at the school.	786	57.4			570	56.5		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Number of Children in Family

Activities (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
11. Organizing parent volunteer activities.	868	53.1			591	50.5		
12. Taking part in PTA meetings.	1429	83.7			1007	80.8		
13. Planning the school budget.	395	26.0		5	311	28.1		5
14. Helping to plan what will be taught in school.	301	21.1		4	212	20.3		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	1430	85.6	5		1038	84.8	5	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	1397	83.3			974	79.2		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	761	49.0			554	48.7		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	387	26.2			334	30.9		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	288	18.8		2	218	19.5		3
20. Helping to decide how well teachers and principals do their jobs.	286	20.2		3	194	18.6		2
21. Helping to hire or fire teachers and principals.	137	10.0		1	113	11.1		1

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table
Frequency and Rank Order of Participation in Parent Involvement Activities Compared by Number of Children in Family

Activities (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	1561	92.2	4		1119	90.7	3	
23. Giving ideas to the school board or school administration for making changes.	610	37.6			434	37.1		
24. Going to meeting of the school board.	561	33.5			434	36.1		

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents taking part in activities sometimes or cften.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Number of Children in Family

Suggestions (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	1533	88.7	4	1125	89.7	4
2. Making parents feel more welcome in the school.	1575	91.4	2	1168	93.0	2
3. Helping parents to better understand the subjects being taught.	1546	89.7	3	1136	90.7	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	1499	87.0	8	1094	87.2	9
5. Asking parents in what ways they would like to be involved.	1519	88.4	7	1111	88.8	6
6. Giving parents activities they can do at home with their children.	1386	80.5	9	1049	83.9	10
7. Helping students understand that having their parents involved is important.	1529	88.6	5	1110	88.7	7
8. Giving parents more information about children's success in school.	1594	92.3	1	1174	93.5	1
9. Planning more school activities at times when working parents can come.	1524	88.5	6	1101	87.5	8
10. Having more activities which include children, parents and teachers.	1528	88.7	4	1123	89.3	5

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestion.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Number of Children in Family

Reasons (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	1371	81.3	1	997	81.7	1
2. The schools are too far away.	332	19.8	10	288	23.7	10
3. There are too many teachers to talk to.	469	28.0	9	386	32.0	9
4. Teachers don't ask parents to be involved in school as much.	1247	75.3	2	931	77.1	2
5. Parents do not have time to be involved in school activities and work at the same time.	701	42.1	8	539	44.4	8
6. Children do not want their parents involved when they get to high school.	978	59.1	5	693	57.6	6
7. Parents can't leave smaller children alone at home.	760	46.1	7	627	52.1	7
8. There are not as many parent/teacher conferences.	1108	69.5	3	849	70.8	3
9. There are not as many PTA activities for high school parents.	1085	68.2	4	822	69.4	4
10. High school principals do not encourage parent involvement in the school.	862	54.9	6	696	59.5	5

[a] N=Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.

S

SECONDARY ANALYSIS OF RESPONSES COMPARED BY NUMBER OF CHILDREN (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Number of Children

Statements (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	$\overline{X}$[b]	SD[c]	Rank[d]		$\overline{X}$[b]	SD[c]	Rank[d]	
			SA	SD			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.436	.593	5		3.422	.591		
2. Teachers should be in charge of getting parents involved in the school.	2.492	.785	4		2.546	.793		
3. Teachers have enough to do without also having to work with parents.	2.084	.805		3	2.154	.851		2
4. Teachers need to be trained for working with parents.	2.860	.741			2.892	.752		
5. Principals should be in charge of getting parents involved in the school.	2.674	.770			2.705	.769		
6. I want teacher to send more information home about classroom learning activities.	3.309	.596			3.285	.604		
7. I usually feel at ease when I visit the school.	3.291	.683			3.253	.666		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.446	.845		5	2.541	.826		5
9. I do not have enough training to help make school decisions.	2.168	.800		4	2.273	.819		4
10. I should make sure that my children do their homework.	3.642	.569	2		3.622	.548	2	
11. Working parents do not have time to be involved in school activities.[e]	2.057	.882		2	2.225	.913		3
12. I would help my children more with homework if I knew what to do.	2.880	.788			2.948	.742		
13. I should have the final word in decisions about my children's education.	2.906	.810			2.930	.817		
14. I cooperate with my children's teachers.[e]	3.595	.529	3		3.499	.564	3	

[a] N=Number of respondents.

[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Number of Children

Statements (Total N=3103)[a]	Under 3 Children in Family (N=1739)				3 or More Children in Family (N=1272)			
	$\overline{X}$[b]	SD[c]	Rank[d]		$\overline{X}$[b]	SD[c]	Rank[d]	
			SA	SD			SAM	SDM
15. I should be responsible for getting more involved in my children's school.	3.435	.585			3.375	.599	4	
16. I want to spend time helping my children get the best education.[e]	3.730	.470	1		3.668	.481	1	
17. I have little to do with my children's success in school.	1.551	.742		1	1.662	.803		1
18. Parents should take part more in school decisions.[e]	3.307	.633			3.330	.614	5	
19. School districts should make rules for involving parents.[e]	2.809	.848			2.930	.819		
20. I should help evaluate my children's teachers and principal.[e]	2.888	.896			2.920	.831		

[a] N=Number of respondents.

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most

[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Number of Children

Decisions (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.151	1.024	3	4.238	.945	3
2. Choosing classroom discipline methods.	4.259	1.007	1	4.297	.947	2
3. Selecting school textbooks and other learning materials.	3.884	1.095	7	3.965	1.085	7
4. Placing my children in Special Education.	3.934	1.198	5	4.082	1.136	5
5. Evaluating how well my children are learning.	4.213	1.005	2	4.313	.951	1
6. Hiring principal and teachers.	3.292	1.326	12	3.417	1.327	13
7. Evaluating how well principals and teachers do their job.	3.913	1.149	6	3.966	1.161	6
8. Deciding what's most important for the school budget.	3.701	1.176	8	3.819	1.103	9
9. Firing principal and teachers.	3.121	1.353	13	3.280	1.353	14
10. Having more multicultural/bilingual education in the school.	3.455	1.310	11	3.613	1.260	12
11. Making school desegregation plans.	3.587	1.336	9	3.648	1.306	10
12. Setting school behavior rules.	4.113	1.040	4	4.127	1.016	4
13. Setting school rules for grading and passing children.[d]	3.890	1.153	6	3.946	1.178	8
14. Helping the school decide what to teach and how.[d]	3.532	1.300	10	3.625	1.284	11

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interests in Parent Involvement Roles Compared by Number of Children

Roles (Total N=3103)[a]	Under 3 Children in Family			3 or More Children in Family		
	$\bar{X}^b$	SD^c	Rank	$\bar{X}^b$	SD^c	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	3.424	1.465	7	3.535	1.408	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.444	.873	3	4.380	.918	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.550	.819	2	4.529	.848	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.717	.627	1	4.692	.616	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.114	1.024	4	4.144	1.054	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.105	1.037	5	4.151	1.057	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.016	1.123	6	4.039	1.113	6

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Number of Children

Activities (Total N=3103)[a]	Under 3 Children in Family				3 or More Children in Family			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.806	1.187			1.841	1.184		
2. Helping children with homework.	3.581	.744	2		3.541	.793	3	
3. Visiting the school to see what is happening.	3.522	.676	4		3.442	.723	4	
4. Going to "open house" or special programs at school.	3.762	.541	1		3.708	.606	1	
5. Going to classes at the school which help you teach your children at home.	2.658	1.169			2.524	1.191		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.322	.972			3.198	1.039		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.349	1.191			2.182	1.165		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.305	1.239			2.186	1.210		
9. Going with children and teachers on school field trips or picnics, or to parties.	2.921	1.132			2.858	1.135		
10. Going to workshops or other such educational activities for parents at the school.	2.609	1.180			2.580	1.207		
11. Organizing parent volunteer activities.	2.478	1.215			2.436	1.233		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Number of Children

Items	Under 3 Children in Family				3 or More Children in Family			
	X	SD	Rank		X	SD	Rank	
			TPM	TPL			TPM	TPL
12. Taking part in PTA meetings.	3.382	.911	5		3.298	.982	5	
13. Planning the school budget.	1.775	1.103		(5)	1.805	1.114		(5)
14. Helping to plan what will be taught in the school.	1.624	.995		(4)	1.601	.986		(4)
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.350	.892			3.292	.923		
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.209	.920			3.102	.974		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.397	1.201			2.383	1.189		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.797	1.055			1.902	1.124		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.537	1.029		2	1.538	1.016		2
20. Helping to decide how well teachers and principals do their jobs.	1.585	.980		3	1.560	.959		3
21. Helping to hire or fire teachers and principals.	1.308	.783		1	1.334	.815		1
22. Going to parent/teacher conferences about your child's progress.	3.587	.753	3		3.547	.781	2	
23. Giving ideas to the school board or school administration for making changes	2.074	1.128			2.027	1.117		
24. Going to meeting of the school board.	1.986	1.109			2.048	1.143		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Number of Children

Suggestions (Total N=3103)[a]	Under 3 Children in Family (N=1739)			3 or More Children in Family (N=1272)		
	X[b]	SD[c]	Rank	X	SD	Rank
1. Sending more information to parents about ways they could be involved.	4.138	.765	9	4.207	.761	9
2. Making parents feel more welcome in the school.	4.333	.724	2	4.414	.664	2
3. Helping parents to better understand the subjects being taught.	4.258	.718	5	4.296	.703	4
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.207	.800	7	4.236	.794	8
5. Asking parents in what ways they would like to be involved.	4.195	.782	8	4.240	.765	7
6. Giving parents activities they can do at home with their children.	4.048	.874	10	4.132	.847	10
7. Helping students understand that having their parents involved is important.	4.257	.765	4	4.293	.788	5
8. Giving parents more information about children's success in school.	4.363	.697	1	4.424	.686	1
9. Planning more school activities at times when working parents can come.	4.253	.808	6	4.252	.828	6
10. Having more activities which include children, parents and teachers.	4.272	.765	3	4.308	.739	3

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Number of Children

Reasons (Total N=3103)[a]	Under 3 in Children in Family (N=1739)			3 or More Children in Family (N-1272)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Parents may not understand some of the courses taken in high school.	3.007	.728	1	3.056	.753	1
2. The schools are too far away.	2.079	.729	10	2.147	.766	10
3. There are too many teachers to talk to.	2.193	.718	9	2.242	.789	9
4. Teachers don't ask parents to be involved in school as much.	2.912	.769	2	2.961	.790	2
5. Parents do not have time to be involved in school activities and work at the same time.	2.364	.813	8	2.414	.847	8
6. Children do not want their parents involved when they get to high school.	2.659	.840	5	2.625	.853	6
7. Parents can't leave smaller children alone at home.	2.445	.799	7	2.568	.834	7
8. There are not as many parent/teacher conferences.	2.800	.744	4	2.842	.776	4
9. There are not as many PTA activities for high school parents.	2.803	.785	3	2.862	.816	3
10. High school principals do not encourage parent involvement in the school.	2.618	.830	6	2.724	.865	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Income Levels

Statements (Total N=3103)[a]	Below 15,000 (N=348)				Between 15,000 and 25,000 (N=259)				Over 25,000 (N=371)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	340	98.3	2		251	97.7	4		358	96.8	2	
2. Teachers should be in charge of getting parents involved in the school.	260	76.2			150	59.3			171	46.6		
3. Teachers have enough to do without also having to work with parents.	181	53.4		4	82	32.3		4	96	26.2		4
4. Teachers need to be trained for working with parents.	262	78.2			172	67.7			261	71.7		
5. Principals should be in charge of getting parents involved in the school.	269	79.8			163	64.7			248	68.5		
6. I want teachers to send more information home about classroom learning activities.	335	98.2	3		243	95.3	5		334	91.0		
7. I usually feel at ease when I visit the school.	306	90.8			228	89.4			336	91.6	5	
8. I have a hard time teaching some skills to my children like reading, math, and writing.	214	62.4		5	108	42.7		5	131	35.7		5
9. I do not have enough training to help make school decisions.	177	52.4		3	75	29.6		3	64	17.3		3
10. I should make sure that my children do their homework.	334	97.9	4		253	98.8	2		358	96.8	2	
11. Working parents do not have time to be involved in school activities.[e]	175	50.6		2	67	26.1		2	44	11.9		2

[a] N=Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement Compared By Income Levels

Statements (Total N=3103)[a]	Below 15,000 (N=348)				Between 15,000 and 25,000 (N=259)				Over 25,000 (N=371)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	295	86.5			215	84.6			247	67.9		
13. I should have the final word in decisions about my children's schools.	278	81.3			169	66.0			237	64.8		
14. I cooperate with my children's teachers.[e]	330	97.6	5		250	98.0	3		367	99.5	1	
15. I should be responsible for getting more involved in my children's school.	327	95.3			241	94.5			357	96.7	3	
16. I want to spend time helping my children get the best education.[e]	342	99.4	1		255	99.2	1		368	99.5	1	
17. I have little to do with my children's success in school.	152	44.7		1	30	11.7		1	16	4.4		1
18. Parents should take part more in school decisions.[e]	320	93.8			239	94.5			338	92.3	4	
19. School districts should make rules for involving parents.[e]	274	80.1			167	66.8			236	64.3		
20. I should help evaluate my children's teachers and principal.[e]	276	82.1			166	65.9			242	66.5		

[a] N-Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By Income Levels

Decisions (Total N=3103)[a]	Below 15,000 (N=348)			Between 15,000 and 25,000 (N=259)			Over 25,000 (N=371)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	306	89.2	2	210	81.4	3	321	86.5	2
2. Choosing classroom discipline methods.	296	87.3	3	209	81.3	4	312	84.8	3
3. Selecting school textbooks and other learning materials.	272	78.8	7	171	66.5	8	256	69.2	7
4. Placing my children in Special Education.	278	81.3	6	184	71.9	7	297	81.1	5
5. Evaluating my child's progress.	321	93.3	1	240	93.8	1	339	91.6	1
6. Hiring principal and teachers.	217	64.2	12	119	46.3	12	165	44.7	13
7. Evaluating how well principals and teachers do their job.	285	82.8	4	187	72.5	6	271	73.0	6
8. Deciding what's most important for the school budget.	242	71.0	9	145	56.4	11	252	67.9	8
9. Firing principal and teachers.	190	55.4	13	84	32.8	13	152	41.2	14
10. Having more multicultural/bilingual education in the school.	270	77.8	8	157	61.3	9	203	55.0	11
11. Making school desegregation plans.	231	68.3	10	144	57.1	10	226	61.6	10
12. Setting school behavior rules.	284	82.8	4	215	84.6	2	304	82.4	4
13. Setting school rules for grading and passing children.[d]	281	81.7	5	193	75.7	5	244	65.9	9
14. Helping the school decide what to teach and how.[d]	230	66.9	11	127	49.8	14	197	53.2	12

[a] N-Number of parents responding to individual item.
[b] Frequency of Interest = The number of parents probably interested or definitely interested in the decision.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.
[d] Item included in 1985 survey only.

Table ____

Frequency and Rank Order of Interest in Parent Involvement Roles
Compared by Income

Roles (Total N=3103)[a]	Below 15,000 (N=348)			Between 15,000 and 25,000 (N=259)			Over 25,000 (N=371)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	266	76.7	6	163	64.2	7	205	55.7	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	308	88.5	4	220	86.3	3	324	87.8	3
3. Home Tutor - helping your children at home with school work or other educational activities.	320	92.5	1	235	92.2	2	342	92.7	2
4. Audience - supporting your child in school, for example, by going to schol performances, baking for bake sales, responding to notices from the school, etc.	313	90.2	2	236	92.9	1	364	98.6	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	270	78.3	5	183	71.8	5	283	76.5	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	306	89.0	3	210	81.7	4	289	78.1	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	259	75.3	7	171	66.5	6	276	74.6	6

[a] N-Number of parents responding to individual item.
[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage. ating the percentage.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Income Levels

Activities (Total N=3103)[a]	Below 15,000 (N=348)				Between 15,000 and 25,000 (N=259)				Over 25,000 (N=371)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	185	62.9			72	33.8			101	31.6		
2. Helping children with homework.	277	88.5	3		195	85.2	4		277	82.9	5	
3. Visiting the school to see what is happening.	291	87.1	4		219	86.9	3		331	91.4	3	
4. Going to "open house" or special programs at school.	311	90.9	1		234	91.4	1		354	97.0	1	
5. Going to classes at the school which help you teach your children at home.	207	70.2			101	57.1			116	51.8		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	235	72.1			151	62.1			257	74.3		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	175	56.6			73	333			117	36.4		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	159	52.3		5	61	26.8			118	35.0		
9. Going with children and teachers on school field trips or picnics, or to parties.	215	65.2			113	45.6			200	56.5		
10. Going to workshops or other such educational activities for parents at the school.	182	61.1			93	44.7			123	43.8		
11. Organizing parent volunteer activities.	163	52.4			79	34.1			118	35.5		

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM-Take Part Most and TPL=Take Part Least.

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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Income Levels

Activities (Total N=3103)[a]	Below 15,000 (N=348)				Between 15,000 and 25,000 (N=259)				Over 25,000 (N=371)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d] TPM	Rank[d] TPL
12. Taking part in PTA meetings.	260	76.7			175	68.9			303	82.6		
13. Planning the school budget.	141	47.5		3	24	11.3		2	76	25.2		
14. Helping to plan what will be taught in the school.	158	54.1			25	12.8		3	51	20.7		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	288	85.7	5		199	82.9	5		297	86.1	4	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	258	77.5			172	69.4			270	77.8		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	183	60.8			85	38.5			142	44.8		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	154	52.6			46	23.1			60	23.1		5
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	145	50.3		4	23	11.3		2	47	15.8		3
20. Helping to decide how well teachers and principals do their jobs.	153	52.8			32	18.0		4	36	15.1		2
21. Helping to hire or fire teachers and principals.	127	46.0		1	16	9.6		1	15	7.3		1

[a] N=Number of parents responding to individual item.

[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.

[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.

[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Income Levels

Activities (Total N=3103)[a]	Below 15,000 (N=348)				Between 15,000 and 25,000 (N=259)				Over 25,000 (N=371)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
22. Going to parent/teacher conferences about your child's progress.	302	89.3	2		223	88.1	2		334	92.8	2	
23. Giving ideas to the school board or school administration for making changes.	142	46.9		2	49	22.4		5	89	28.2		
24. Going to meeting of the school board.	170	53.8			62	25.8			88	26.4		

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Income Levels

Suggestions (Total N=3103)[a]	Below 15,000 (N=348)			Between 15,000 and 25,000 (N=259)			Over 25,000 (N=371)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	314	92.4	7	243	94.2	1	327	89.1	6
2. Making parents feel more welcome in the school.	317	93.5	4	242	94.2	1	338	92.1	3
3. Helping parents to better understand the subjects being taught.	318	94.1	3	234	91.4	6	333	90.7	4
4. Having informal meetings or activities where parents and school staff can get to know each other better.	315	93.2	5	224	87.2	7	306	83.6	9
5. Asking parents in what ways they would like to be involved.	302	90.1	9	236	91.8	5	315	86.1	8
6. Giving parents activities they can do at home with their children.	310	92.5	6	236	92.2	3	321	87.7	7
7. Helping student understand that having their parents involved is important.	321	94.4	2	237	91.9	4	337	92.1	3
8. Giving parents more information about children's success in school.	324	95.3	1	244	94.2	1	343	93.5	2
9. Planning more school activities at times when working parents can come.	311	91.5	8	240	93.0	2	344	93.7	1
10. Having more activities which include children, parents and teachers.	317	93.2	5	237	91.9	4	332	90.5	5

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Income

Reasons (Total N=3103)[a]	Below 15,000 (N=348)			Between 15,000 and 25,000 (N=259)			Over 25,000 (N=371)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	295	88.6	1	218	88.6	1	312	86.0	1
2. The schools are too far away.	143	43.9	10	57	23.2	10	95	26.5	10
3. There are too many teachers to talk to.	175	53.7	9	65	26.6	9	102	28.4	9
4. Teachers don't ask parents to be involved in school as much.	237	72.3	5	162	66.1	3	247	69.0	2
5. Parents do not have time to be involved in school activities and work at the same time.	208	62.8	8	103	42.0	8	119	33.2	8
6. Children do not want their parents involved when they get to high school.	227	69.8	6	124	51.0	7	172	48.2	7
7. Parents can't leave smaller children alone at home.	249	76.9	2	166	68.0	2	172	48.3	6
8. There are not as many parent/teacher conferences.	237	73.6	4	150	62.5	4	199	57.5	4
9. There are not as many PTA activities for high school parents.	242	74.5	3	138	58.5	5	204	59.5	3
10. High school principals do not encourage parent involvement in the school.	211	64.7	7	129	54.0	6	165	49.3	5

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement - The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency - The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Year of Survey

Statements (Total N=3103)[a]	1982 Survey (N=2083)				1985 Survey (N=1020)				All Parents (N=3103)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	1983	95.5	3		988	97.4	4		2961	96.2	4	
2. Teachers should be in charge of getting parents involved in the school.	852	41.5		4	611	61.0			1463	47.9		
3. Teachers have enough to do without also having to work with parents.	466	22.6		2	379	37.9		4	845	27.8		2
4. Teachers need to be trained for working with parents.	1488	71.4			717	72.1			2205	72.7		
5. Principals should be in charge of getting parents involved in the school.	1124	55.4		5	707	71.3			1831	60.6		
6. I want teachers to send more information home about classroom learning activities.	1908	93.2	4		948	94.7			2856	93.7		
7. I usually feel at ease when I visit the school.	1886	91.6	5		906	90.9			2792	91.3		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	1056	51.2		5	474	47.3		5	1530	49.3		5
9. I do not have enough training to help make school decisions.	705	34.6		3	332	33.2		3	1037	34.1		4
10. I should make sure that my children do their homework.	2015	97.2	1		986	97.8	3		3001	97.4	3	
11. Working parents do not have time to be involved in school activities.[e]	----	----			297	29.4		2	297	29.4		3

[a] N=Number of respondents.
[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.
[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.
[e] Item included in 1985 survey only.

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SECONDARY ANALYSIS OF RESPONSES COMPARED BY INCOME (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Income Level

Statements (Total N=3103)[a]	BELOW 15,000 (N=348)				BETWEEN 15,000 and 25,000 (N=259)				OVER 25,000 (N=371)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.532	.544	3		3.572	.555	3		3.476	.625	5	
2. Teachers should be in charge of getting parents involved in the school.	3.038	.756			2.696	.839			2.515	.802		
3. Teachers have enough to do without also having to work with parents.	2.605	.931			2.150	4.872		4	2.063	.796		4
4. Teachers need to be trained for working with parents.	3.060	.791			2.787	.792			2.871	.780		
5. Principals should be in charge of getting parents involved in the school.	3.003	.709			2.774	.799			2.776	.782		
6. I want teachers to send more information home about classroom learning activities.	3.443	.532	5		3.396	.605	5		3.278	.660		
7. I usually feel at ease when I visit the school.	3.228	.649			3.243	.701			3.289	.704		
8. I have a hard time teaching some skills to my children like reading, math, and writing.	2.735	.953			2.372	5.852		5	2.202	.838		5
9. I do not have enough training to help make school decisions.	2.536	.925			2.138	3.792		3	1.846	.752		3
10. I should make sure that my children do their homework.	3.663	.548	1		3.754	.491	1		3.732	.571	2	

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Income Level

Statements (Total N=3103)[a]	BELOW 15,000 (N=348)				BETWEEN 15,000 and 25,000 (N=259)				OVER 25,000 (N=371)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
11. Working parents do not have time to be involved in school activities.[e]	2.532	.957			2.105	2.839		2	1.775	.745		2
12. I would help my children more with homework if I knew what to do.	3.217	.771			3.055	.720			2.777	.818		
13. I should have the final word in decisions about my children's education.	3.099	.771			2.840	.864			2.825	.886		
14. I cooperate with my children's teachers.[e]	3.491	.557	4		3.549	.579	4		3.621	.508	3	
15. I should be responsible for getting more involved in my children's school.	3.376	.584			3.392	.604			3.534	.571	4	
16. I want to spend time helping my children get the best education.[e]	3.654	.488	2		3.704	.474	2		3.749	.459	1	
17. I have little to do with my children's success in school.	2.253	1.087		1	1.619	.802		1	1.439	.624		1
18. Parents should take part more in school decisions.[e]	3.367	.626			3.289	.577			3.301	.647		
19. School districts should make rules for involving parents.[e]	3.070	.763			2.784	.851			2.733	.859		
20. I should help evaluate my children's teachers and principal.[e]	3.125	.782			2.794	.859			2.775	.920		

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=Strongly agree most, SDM=strongly disagree most
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Income Level

Decisions (Total N=3103)[a]	BELOW 15,000 (N=348)			BETWEEN 15,000 and 25,000 (N=259)			OVER 25,000 (N=371)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Amount of homework assigned.	4.437	.718	3	4.360	.911	2	4.375	.893	2
2. Choosing classroom discipline methods.	4.451	.781	2	4.335	.913	3	4.340	.986	3
3. Selecting school textbooks and other learning materials.	4.130	.901	8	3.848	1.120	8	3.884	1.124	7
4. Placing my children in Special Education.	4.158	1.049	6	4.098	1.202	5	4.311	1.147	4
5. Evaluating how well my children are learning.	4.648	.667	1	4.652	.703	1	4.559	.708	1
6. Hiring principal and teachers.	3.757	1.151	13	3.226	1.373	13	3.225	1.370	13
7. Evaluating how well principals and teachers do their job.	4.244	.912	5	3.942	1.226	7	3.933	1.182	6
8. Deciding what's most important for the school budget.	4.015	1.016	10	3.580	1.180	10	3.822	1.139	8
9. Firing principal and teachers.	3.478	1.265	14	2.926	1.334	14	3.100	1.363	14
10. Having more multicultural/bilingual education in the school.	4.133	1.042	7	3.711	1.266	9	3.412	1.429	11
11. Making school desegregation plans.	3.831	1.195	12	3.567	1.324	11	3.640	1.389	10
12. Setting school behavior rules.	4.259	.973	4	4.240	1.007	4	4.111	1.041	5
13. Setting school rules for grading and passing children.[d]	4.061	1.001	9	4.024	1.146	6	3.741	1.291	9
14. Helping the school decide what to teach and how.[d]	3.892	1.189	11	3.431	1.264	12	3.376	1.362	12

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Income Level

Roles (Total N=3103)[a]	BELOW 15,000 (N=348)			BETWEEN 15,000 and 25,000 (N=259)			OVER 25,000 (N=371)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	4.003	.996	7	3.689	1.334	7	3.310	1.457	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.287	.864	4	4.310	.953	3	4.336	.995	3
3. Home Tutor - helping your children at home with school work or other educational activities.	4.590	.726	1	4.612	.775	1	4.634	.769	2
4. Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.432	.747	2	4.598	.757	2	4.799	.509	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.200	.978	5	3.937	1.138	5	4.103	1.070	4
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.305	.849	3	4.233	1.038	4	4.078	1.110	5
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.099	1.008	6	3.751	1.228	6	3.995	1.171	6

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not interested) to 5 (definitely interested)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Income Level

Activities (Total N=3103)[a]	BELOW 15,000 (N=348)				BETWEEN 15,000 and 25,000 (N=259)				OVER 25,000 (N=371)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	2.534	1.164			1.953	1.216			1.909	1.242		
2. Helping children with homework.	3.441	.850	1		3.362	.993	3		3.347	1.048	3	
3. Visiting the school to see what is happening.	3.350	.779	3		3.270	.798	5		3.445	.697	2	
4. Going to "open house" or special programs at school.	3.333	.714	4		3.504	.751	1		3.767	.501	1	
5. Going to classes at the school which help you teach your children at home.	2.803	1.034			2.548	1.196			2.464	1.144		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	2.954	1.124			2.724	1.140			3.069	1.061		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.450	1.163			1.991	1.181			2.087	1.188		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.414	1.232			1.794	1.109			1.991	1.194		
9. Going with children and teachers on school field trips or picnics, or to parties.	2.694	1.164			2.242	1.130			2.559	1.189		

[a] N=Number of respondents

[b] $\bar{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Income Level

Activities (Total N=3103)[a]	BELOW 15,000 (N=348)				BETWEEN 15,000 and 25,000 (N=259)				OVER 25,000 (N=371)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
10. Going to workshops or other such educational activities for parents at the school.	2.691	1.244			2.178	1.168			2.263	1.090		
11. Organizing parent volunteer activities.	2.395	1.205			1.935	1.132			2.108	1.148		
12. Taking part in PTA meetings.	3.088	1.045			2.921	1.045			3.300	.882	5	
13. Planning the school budget.	2.212	1.188		2	1.418	.812		3	1.751	1.078		5
14. Helping to plan what will be taught in school.	2.428	1.286			1.418	.812			1.606	.991		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	3.265	.870			3.283	.912	4		3.336	.897	4	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.033	1.025			2.871	1.087			3.092	1.007		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.558	1.149			2.090	1.214			2.372	1.240		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	2.386	1.146			1.643	.989			1.750	1.041		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	2.340	1.308		5	1.368	.835		2	1.458	.965		3

[a] N=Number of respondents
[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)
[c] SD=Standard deviation
[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Income Level

Activities (Total N=3103)[a]	BELOW 15,000 (N=348)				BETWEEN 15,000 and 25,000 (N=259)				OVER 25,000 (N=371)			
	X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]		X[b]	SD[c]	RANK[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
20. Helping to decide how well teachers and principals do their jobs.	2.321	1.187		4	1.528	.975		4	1.454	.879		2
21. Helping to hire or fire teachers and principals.	2.210	1.304		1	1.301	.742		1	1.234	.652		1
22. Going to parent/teacher conferences about your child's progress.	3.373	.784	2		3.447	.914	2		3.692	.686		
23. Giving ideas to the school board or school administration for making changes.	2.300	1.273		3	1.626	.970		5	1.877	1.051		
24. Going to meeting of the school board.	2.370	1.154			1.717	1.044			1.829	1.080		

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Income Level

Suggestions (Total N=3103)[a]	BELOW 15,000 (N=348)			BETWEEN 15,000 and 25,000 (N=259)			OVER 25,000 (N=371)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
1. Sending more information to parents about ways they could be involved.	4.350	.739	9	4.353	.645	9	4.283	.780	8
2. Making parents feel more welcome in the school.	4.522	.645	2	4.471	.656	5	4.444	.695	5
3. Helping parents to better understnd the subjects being taught.	4.408	.666	7	4.473	.719	4	4.368	.704	6
4. Having informal meetings or activities where parents and school staff can get to know each other better.	4.479	.752	4	4.339	.779	10	4.224	.810	10
5. Asking parents in what ways they would like to be involved.	4.331	.739	10	4.397	.700	8	4.306	.793	7
6. Giving parents activities they can do at home with their children.	4.424	.750	6	4.414	.681	7	4.276	.796	9
7. Helping students understand that having their parents involved is important.	4.438	.660	5	4.504	.713	3	4.484	.697	4
8. Giving parents more information about children's success in school.	4.574	.689	1	4.580	.614	1	4.529	.660	1
9. Planning more school activities at times when working parents can come.	4.400	.805	8	4.523	.673	2	4.496	.716	3
10. Having more activities which include children, parents and teachers.	4.485	.667	3	4.469	.739	6	4.450	.726	2

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Income Level

Reasons (Total N=3103)[a]	BELOW 15,000 (N=348)			BETWEEN 15,000 and 25,000 (N=259)			OVER 25,000 (N=371)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
1. Parents may not understand some of the courses taken in high school.	3.366	.722	1	3.244	.692	1	3.121	.730	1
2. The schools are too far away.	2.497	.851	10	2.195	.830	9	2.178	.809	9
3. There are too many teachers to talk to.	2.635	.880	9	2.156	.827	10	2.173	.761	10
4. Teachers don't ask parents to be involved in school as much.	2.963	.915	4	2.759	.851	4	2.827	.787	2
5. Parents do not have time to be involved in school activities and work at the same time.	2.722	.935	8	2.449	.884	8	2.226	.831	8
6. Children do not want their parents involved when they	2.908	.967	5	2.527	.883	7	2.459	.885	7
7. Parents can't leave smaller children alone at home.	2.991	.881	3	2.799	.854	2	2.478	.883	6
8. There are not as many parent/teacher conferences.	2.904	.828	6	2.783	.820	3	2.616	.823	4
9. There are not as many PTA activities for high school parents.	3.003	.880	2	2.708	.843	5	2.676	.829	3
10. High school principals do not encourage parent involvement in the school.	2.804	.904	7	2.619	.866	6	2.570	.872	5

[a] N=Number of respondents

[b] $\overline{X}$=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

V

SECONDARY ANALYSIS OF RESPONSES COMPARED BY YEAR OF SURVEY (PERCENT)

Table ___

Frequency and Rank Order of Agreement with Statements About Parent Involvement
Compared By Year of Survey

Statements (Total N=3103)[a]	1982 Survey (N=2083)				1985 Survey (N=1020)				All Parents (N=3103)			
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
12. I would help my children more with homework if I knew what to do.	1499	74.3			788	79.0			2287	75.9		
13. I should have the final word in decisions about my children's schools.	1394	69.9			715	71.2			2109	70.3		
14. I cooperate with my children's teachers.[e]	----	----			985	98.3	2		985	98.3	2	
15. I should be responsible for getting more involved in my children's school.	1955	95.7	2		964	95.7	5		2919	95.7	5	
16. I want to spend time helping my children get the best education.[e]	----	----			1004	99.3	1		1004	99.3	1	
17. I have little to do with my children's success in school.	115	5.6		1	207	20.7		1	322	10.6		1
18. Parents should take part more in school decisions.[e]	----	----			931	93.3			931	93.3		
19. School districts should make rules for involving parents.[e]	----	----			704	70.5			704	70.5		
20. I should help evaluate my children's teachers and principal.[e]	----	----			710	71.8			710	71.8		

[a] N-Number of respondents.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the statement.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual statement with missing data excluded in calculating the percentage.

[d] For Rank, SAM=Strongly Agree Most and SDM=Strongly Disagree Most.

[e] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Decisions About Parent Involvement Compared By Year of Survey

Decisions (Total N=3103)[a]	1982 Survey (N=2083)			1985 Survey (N=1020)			All Parents (N=3103)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Amount of homework assigned.	1589	77.2	3	870	85.8	2	2459	80.1	4
2. Choosing classroom discipline methods.	1590	82.4	1	854	84.9	3	2544	83.2	1
3. Selecting school textbooks and other learning materials.	1434	69.7	6	727	71.7	8	2161	70.4	8
4. Placing my children in Special Education.	1366	66.6	7	793	78.9	5	2159	70.7	7
5. Evaluating my child's progress.	1571	76.7	4	939	92.8	1	2510	82.1	2
6. Hiring principal and teachers.	1004	49.0	11	524	52.1	13	1528	50.0	13
7. Evaluating how well principals and teachers do their job.	1442	70.2	5	776	76.5	6	2218	72.3	6
8. Deciding what's most important for the school budget.	1335	65.2	8	666	65.9	9	2001	65.4	9
9. Firing principal and teachers.	896	43.6	12	446	44.2	14	1342	43.8	14
10. Having more multicultural/bilingual education in the school.	1076	52.6	10	657	64.9	10	1733	56.7	12
11. Making school desegregation plans.	1236	61.3	9	624	62.6	11	1860	61.7	10
12. Setting school behavior rules.	1652	80.9	2	831	82.5	4	2483	81.4	3
13. Setting school rules for grading and passing children.[d]	----	----		748	74.1	7	748	74.1	5
14. Helping the school decide what to teach and how.[d]	----	----		576	57.0	12	576	57.0	11

[a] N Number of parents responding to individual item.
[b] Frequency of interest = The number of parents probably interested or definitely interested in the decision.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual decision with missing data excluded in calculating the percentage.
[d] Item included in 1985 survey only.

Table ___

Frequency and Rank Order of Interest in Parent Involvement Roles
Compared by Year of Survey

Roles (Total N=3103)[a]	1982 Survey (N=2083)			1985 Survey (N=1020)			All Parents (N=3103)		
	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Interest[b]	Adjusted Frequency (Percent)[c]	Rank
1. Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other jobs.	1159	56.8	7	565	65.8	7	1824	59.8	7
2. School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	1865	91.3	2	888	87.7	3	2753	90.1	3
3. Home Tutor - helping your children at home with school work or other educational activities.	1849	90.5	3	934	92.5	2	2783	91.2	2
4. Audience - supporting your child in school, for example, by going to schol performances, baking for bake sales, responding to notices from the school, etc.	1981	96.9	1	948	93.9	1	2929	95.9	1
5. Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	1623	79.1	4	760	75.1	5	2383	77.8	5
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	1614	78.5	5	840	82.9	4	2454	80.0	4
7. Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	1556	75.8	6	731	72.2	6	2287	74.6	6

[a] N-Number of parents responding to individual item.
[b] Frequency of Interest = The number of parents probably interested or definitely interested in the role.
[c] Adjusted Frequency = The percent of parents responding favorably to the individual role with missing data excluded in calculating the percentage.

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Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Year of Survey

Activities (Total N=3103)[a]	1982 Survey (N=2083)				1985 Survey (N=1020)				All Parents (N=3103)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	475	25.2		4	372	43.4			847	30.9		
2. Helping children with homework.	1895	94.9	2		779	85.4	4		2674	92.0	2	
3. Visiting the school to see what is happening.	1891	92.7	3		877	88.7	3		2768	91.4	3	
4. Going to "open house" or special programs at school.	1986	97.3	1		933	92.9	1		2919	95.8	1	
5. Going to classes at the school which help you teach your children at home.	704	55.1			444	60.7			1148	57.2		
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	1736	86.0	5		664	69.4			2400	80.7		
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	819	45.4			375	42.5			1194	44.5		
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	878	46.4			350	38.7			1228	43.9		
9. Going with children and teachers on school field trips or picnics, or to parties.	1503	75.3			548	56.5			2051	69.2		
10. Going to workshops or other such educational activities for parents at the school.	990	61.0			415	50.7			1405	57.5		
11. Organizing parent volunteer activities.	1130	57.4			371	40.9			1501	52.2		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Year of Survey

Activities (Total N=3103)[a]	1982 Survey (N=2083)				1985 Survey (N=1020)				All Parents (N=3103)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
12. Taking part in PTA meetings.	1738	85.7			756	75.8			2494	82.4	5	
13. Planning the school budget.	485	26.4			251	29.7		3	736	27.4		5
14. Helping to plan what will be taught in the school.	299	16.9		4	243	31.7		4	542	21.4		4
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	1716	85.6			810	84.6	5		2526	85.3	4	
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	1702	84.7			723	74.8			2425	81.5		
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	929	49.4			424	48.5			1353	49.1		
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	476	26.0		5	272	34.6			748	28.6		
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	309	16.4		3	223	27.0		2	532	19.2		2
20. Helping to decide how well teachers and principals do	275	15.4		2	231	31.3		5	506	20.1		3

[a] N-Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Participation in Parent Involvement Activities Compared By Year of Survey

Activities (Total N=3103)[a]	1982 Survey (N=2083)				1985 Survey (N=1020)				All Parents (N=3103)			
	Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]		Frequency of Participation[b]	Adjusted Frequency (Percent)[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
21. Helping to hire or fire teachers and principals.	104	5.9		1	167	24.6		1	271	11.0		1
22. Going to parent/teacher conferences about your child's progress.	1847	92.1	4		890	89.9	2		2737	91.4	3	
23. Giving ideas to the school board or school administration for making changes.	778	39.3			291	33.3			1069	37.4		
24. Going to meeting of the school board.	696	34.5			332	35.9			1028	34.9		

[a] N=Number of parents responding to individual item.
[b] Frequency of Participation = The number of parents probably taking part in activities sometimes or often.
[c] Adjusted Frequency = The percent of parents taking part in the individual activity with missing data excluded in calculating the percentage.
[d] For Rank, TPM=Take Part Most and TPL=Take Part Least.

Table ___

Frequency and Rank Order of Agreement With Suggestions About Parent Involvement Compared By Year of Survey

Suggestions (Total N-3103)[a]	1982 Survey (N=2083)			1985 Survey (N=1020)			All Parents (N=3103)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Sending more information to parents about ways they could be involved.	1799	88.0	5	920	91.5	7	2719	89.1	4
2. Making parents feel more welcome in the school.	1870	91.6	2	934	93.0	2	2804	92.1	2
3. Helping parents to better understand the subjects being taught.	1818	89.2	3	924	92.2	5	2742	90.2	3
4. Having informal meetings or activities where parents and school staff can get to know each other better.	1768	86.6	8	883	88.1	10	2651	87.1	8
5. Asking parents in what ways they would like to be involved.	1800	88.4	4	891	89.2	9	2691	88.7	6
6. Giving parents activities they can do at home with their children.	1588	77.8	10	905	90.7	8	2493	82.1	9
7. Helping student understand that having their parents involved is important.	1766	86.7	7	934	92.9	3	2700	88.7	6
8. Giving parents more information about children's success in school.	1880	92.0	1	951	94.6	1	2831	92.9	1
9. Planning more school activities at times when working parents can come.	1750	85.9	9	933	92.7	4	2683	88.1	7
10. Having more activities which include children, parents and teachers.	1785	87.5	6	925	91.9	6	2710	89.0	5

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the suggestions.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual suggestion with missing data excluded in calculating the percentage.

Table ___

Frequency and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Year of Survey

Reasons (Total N=3103)[a]	1982 Survey (N=2083)			1985 Survey (N=1020)			All Parents (N=3103)		
	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank	Frequency of Agreement[b]	Adjusted Frequency (Percent)[c]	Rank
1. Parents may not understand some of the courses taken in high school.	1550	78.3	2	856	87.6	1	2406	81.4	1
2. The schools are too far away.	330	16.7	9	307	31.8	10	637	21.7	10
3. There are too many teachers to talk to.	522	26.5	8	358	37.1	9	880	30.0	9
4. Teachers don't ask parents to be involved in school as much.	1552	79.6	1	669	69.2	2	2221	76.1	2
5. Parents do not have time to be involved in school activities and work at the same time.	816	41.6	7	452	46.6	8	1268	43.2	8
6. Children do not want their parents involved when they get to high school.	1163	59.6	5	539	56.1	7	1702	58.4	5
7. Parents can't leave smaller children alone at home.	809	41.6	7	614	64.0	5	1423	49.0	7
8. There are not as many parent/teacher conferences.	1388	73.0	3	609	64.6	4	1997	70.2	3
9. There are not as many PTA activities for high school parents.	1340	70.9	4	608	64.7	3	1948	68.9	4
10. High school principals do not encourage parent involvement in the school.	1061	57.2	6	528	56.4	6	1589	57.0	6

[a] N-Number of parents responding to individual item.

[b] Frequency of Agreement = The number of parents agreeing or strongly agreeing with the reason.

[c] Adjusted Frequency = The percent of parents responding favorably to the individual reason with missing data excluded in calculating the percentage.

W

SECONDARY ANALYSIS OF RESPONSES COMPARED BY YEAR OF SURVEY (MEANS)

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Year of Survey

Statements (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
1. Teachers should give me ideas about helping my children with homework.	3.387	.598	3		3.517	.580	4		3.430	.595	4	
2. Teachers should be in charge of getting parents involved in school.	2.399	.749		4	2.756	.831			2.517	.795		
3. Teachers have enough to do without also having to work with parents.	2.031	.772		2	2.285	.906		4	2.114	.827		2
4. Teachers need to be trained for working with parents.	2.864	.719			2.907	.799			2.878	.746		
5. Principals should be in charge of getting parents involved in the school.	2.607	.758			2.858	.770			2.690	.771		
6. I want teachers to send more information home about classroom learning activities.	3.264	.594	5		3.368	.609			3.298	.601		
7. I usually feel at ease when I visit the school.	3.283	.671	4		3.255	.682			3.274	.674		
8. I have a hard time teaching some skills to to my children like reading, math, and and writing.	2.507	.806		5	2.447	.911		5	2.487	.842		5
9. I do not have enough training to help make school decisions.	2.236	.778		3	2.178	.878		3	2.217	.812		4

[a] N=Number of respondents
[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most[e] Item included in 1985 survey only
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Year of Survey

Statements (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
10. I should make sure that my children do their homework.	3.593	.568	1		3.713	.540	1		3.632	.562	2	
11. Working parents do not have time to be involved in school activities.[e]	-----	----			2.133	.904		2	2.133	.904		3
12. I would help my children more with homework if I knew what to do.	2.858	.755			3.007	.800			2.907	.773		
13. I should have the final word in decisions about my children's education.	2.903	.795			2.930	.849			2.912	.814		
14. I cooperate with my children's teachers.	-----	----			3.551	.553	3		3.551	.718	3	
15. I should be responsible for getting more involved in my children's school.	3.394	.597	2		3.439	.590	5		3.409	.595	5	
16. I want to spend time helping my children get the best education.	-----	----			3.699	.482	2		3.699	.482	1	
17. I have little to do with my children's success in school.	1.514	.671		1	1.779	.926		1	1.602	.774		1
18. Parents should take part more in school decisions.	-----	----			3.321	.627			3.321	.627		

[a] N=Number of respondents
[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most[e] Item included in 1985 survey only
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Agreement with Statements about Parent Involvement Compared by Year of Survey

Statements (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			SAM	SDM			SAM	SDM			SAM	SDM
19. School districts should make rules for involving parents.[e]	-----	----			2.862	.838			2.862	.838		
20. I should help evaluate my children's teachers and principal.	-----	----			2.907	.871			2.907	.871		

[a] N=Number of respondents
[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] For Rank, SAM=strongly agree most, SDM=strongly disagree most~~[e] Item included in 1985 survey only~~
[e] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Year of Survey

Decisions (Total N=3103)[a]	1982 (N=2083)			1985 (N=1020)			ALL (N=3103)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
Choosing classroom discipline methods.	4.225	2.020	1	4.377	.897	3	4.275	.984	1
Evaluating how well my children are learning.	4.082	1.057	4	4.613	.693	1	4.258	.984	2
Amount of homework assigned.	4.091	1.044	3	4.392	.839	2	4.190	.991	3
Selecting school textbooks and other learning materials.	3.896	1.109	6	3.962	1.052	7	3.918	1.091	8
Placing my children in Special Education.	3.900	1.184	5	4.203	1.128	4	3.999	1.174	5
Hiring principal and teachers.	3.320	1.335	11	3.417	1.318	13	3.352	1.330	13
Evaluating how well principals and teachers do their job.	3.883	1.174	7	4.051	1.109	6	3.938	1.156	6
Deciding what's most important for the school budget.	3.719	1.165	8	3.828	1.115	9	3.755	1.150	9
Firing principal and teachers.	3.192	1.364	12	3.192	1.343	14	3.192	1.357	14
Having more multicultural/bilingual education in the school.	3.424	1.277	10	3.755	1.291	10	3.534	1.291	12
Making school desegregation plans.	3.591	1.329	9	3.682	1.312	11	3.621	1.324	10
Setting school behavior rules.	4.093	1.038	2	4.190	1.013	5	4.125	1.031	4

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Decisions about Parent Involvement Compared by Year of Survey

Decisions (Total N=3103)[a]	1982 (N=2083)			1985 (N=1020)			ALL (N=3103)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
Setting school rules for grading and passing children.[d]	-----	-----		3.932	1.160	8	3.932	1.160	7
Helping the school decide what to teach and how.[d]	-----	-----		3.573	1.298	12	3.573	1.298	11

[a] N=Number of respondents
[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)
[c] SD=Standard deviation
[d] Item included in 1985 survey only

Table ___

Mean Response and Rank Order of Interest in Parent Involvement Roles Compared by Year of Survey

Roles (Total N=3103)[a]	1982 (N=2083)			1985 (N=1020)			ALL (N=3103)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	4.748	.588	1	4.612	.688	1	4.703	.626	1
Home Tutor - helping your children with school work or other educational activities.	4.507	.866	2	4.609	.753	2	4.541	.832	2
School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	4.475	.859	3	4.311	.934	3	4.420	.888	3
Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4.155	1.023	4	4.077	1.069	5	4.129	1.039	4
Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	4.093	1.065	5	4.199	1.003	4	4.128	1.046	5
Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	4.064	1.106	6	3.960	1.143	6	4.030	1.119	6
Paid School staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	3.393	1.495	7	3.664	1.303	7	3.483	1.439	7

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (strongly disagree) to 4 (strongly agree)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Year of Survey

Activities (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	1.701	1.144		5	2.141	1.239			1.839	1.192		
Helping children with homework.	3.646	.644	2		3.382	.963	3		3.563	.768	3	
Visiting the school to see what is happening.	3.547	.669	4		3.357	.752	4		3.485	.703	4	
Going to "open house" or special programs at school.	3.831	.488	1		3.536	.689	1		3.734	.579	1	
Going to classes at the school which help you teach your children at home.	2.601	1.210			2.618	1.120			2.607	1.178		
Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	3.436	.897			2.919	1.115			3.270	1.001		
Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	2.337	1.177			2.182	1.189			2.286	1.183		
Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	2.349	1.228			2.084	1.209			2.263	1.228		
Going with children and teachers on school field trips or picnics, or to parties.	3.082	1.064			2.516	1.180			2.897	1.134		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Year of Survey

Activities (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
Going to workshops or other such educational activities for parents at the school.	2.716	1.183			2.402	1.189			2.611	1.194		
Organizing parent volunteer activities.	2.609	1.218			2.160	1.180			2.467	1.224		
Taking part in PTA meetings.	3.471	.881	5		3.096	1.011			3.347	.942	5	
Planning the school budget.	1.782	1.115			1.831	1.101		3	1.797	1.111		5
Helping to plan what will be taught in the school.	1.523	.903		4	1.876	1.169		5	1.629	1.004		4
Helping children learn with materials at home, for example, games, magazines, books, etc.	3.343	.909			3.286	.905			3.325	.908	5	
Taking children to places of interest, for example, museums, libraries, art galleries, etc.	3.243	.884			2.998	1.045			3.163	.946		
Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	2.416	1.190			2.354	1.214			2.396	1.198		
Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	1.803	1.072			1.967	1.118			1.852	1.088		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Participation in Parent Involvement Activities Compared by Year of Survey

Activities (Total N=3103)[a]	1982 (N=2083)				1985 (N=1020)				ALL (N=3103)			
	X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]		X[b]	SD[c]	Rank[d]	
			TPM	TPL			TPM	TPL			TPM	TPL
Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	1.463	.961		2	1.749	1.152		2	1.550	1.031		2
Helping to decide how well teachers and principals do their jobs.	1.487	.901		3	1.833	1.118		4	1.588	.982		3
Helping to hire or fire teachers and principals.	1.203	.621		1	1.667	1.100		1	1.331	.810		1
Going to parent/teacher conferences about your child's progress.	3.595	.750	3		3.500	.809	2		3.564	.772	2	
Giving ideas to the school board or school administration for making changes.	2.103	1.111			1.959	1.149			2.059	1.125		
Going to meeting of the school board.	2.035	1.119			1.989	1.129			2.020	1.125		

[a] N=Number of respondents

[b] X=Mean response, using a four-point scale of 1 (never take part) to 4 (often take part)

[c] SD=Standard deviation

[d] For Rank, TPM=take part most, TPL=take part least

Table ___

Mean Response and Rank Order of Agreement with Suggestions about Parent Involvement Compared by Year of Survey

Suggestions (Total N=3103)[a]	1982 (N=2083)			1985 (N=1020)			ALL (N=3103)		
	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank	X[b]	SD[c]	Rank
Sending more information to parents about ways they could be involved.	4.089	.772	9	4.321	.728	9	4.166	.766	8
Making parents feel more welcome in the school.	4.317	.713	1	4.475	.667	2	4.369	.702	2
Helping parents to better understand the subjects being taught.	4.208	.716	3	4.413	.692	5	4.276	.714	4
Having informal meetings or activities where parents and school staff can get to know each other better.	4.162	.804	6	4.341	.781	7	4.221	.801	6
Asking parents in what ways they would like to be involved.	4.159	.780	7	4.338	.754	8	4.218	.776	7
Giving parents activities they can do at home with their children.	3.949	.885	10	4.364	.750	6	4.085	.865	9
Helping students understand that having their parents involved is important.	4.178	.797	5	4.475	.692	2	4.276	.776	4
Giving parents more information about children's success in school.	4.309	.699	2	4.557	.695	1	4.391	.695	1
Planning more school activities at times when working parents can come.	4.147	.836	8	4.472	.735	3	4.254	.819	5
Having more activities which include children, parents and teachers.	4.201	.764	4	4.468	.704	4	4.289	.756	3

[a] N=Number of respondents

[b] X=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

Table ___

Mean Response and Rank Order of Agreement with Reasons Why Parents Become Less Involved at High School Compared by Year of Survey

Suggestions (Total N=3103)[a]	1982 (N=2083)			1985 (N=1020)			ALL (N=3103)		
	X^b	SD^c	Rank	X^b	SD^c	Rank	X^b	SD^c	Rank
Parents may not understand some of the courses taken in high school.	2.295	.729	2	3.237	.721	1	3.028	.741	1
The schools are too far away.	2.022	.690	10	2.294	.836	10	2.111	.752	10
There are too many teachers to talk to.	2.160	.693	9	2.336	.850	9	2.218	.753	9
Teachers don't ask parents to be involved in school as much.	2.975	.737	1	2.853	.854	3	2.935	.780	2
Parents do not have time to be involved in school activities and work at the same time.	2.347	.793	8	2.468	.905	8	2.387	.833	8
Children do not want their parents involved when they get to high school.	2.651	.810	6	2.630	.931	7	2.644	.852	6
Parents can't leave smaller children alone at home.	2.376	.742	7	2.756	.905	5	2.502	.819	7
There are not as many parent/teacher conferences.	2.848	.719	3	3.00	.836	2	2.821	.761	4
There are not as many PTA activities for high school parents.	2.841	.766	4	2.807	.866	4	2.830	.800	3
High school principals do not encourage parent involvement in the school.	2.662	.828	5	2.673	.888	6	2.666	.849	5

[a] N=Number of respondents

[b] X=Mean response, using a five-point scale of 1 (definitely not work) to 5 (definitely would work)

[c] SD=Standard deviation

X

BREAKDOWN OF ITEM RESPONSES ACCORDING TO DEMOGRAPHIC VARIABLES

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO GENDER

($p \leq .001$)

	Statements	eta^2
7.	I usually feel at ease when I visit the school.	.0035
8.	I have a hard time teaching some skills to my children like reading, math, and writing.	.0072
	Roles	
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0267
2.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	.0360
3.	Home Tutor - helping your children at home with school work or other educational activities.	.0057
4.	Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	.0170
6.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	.0117
	Activities	
1.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.0043
2.	Helping children with homework.	.0061
3.	Visiting the school to see what is happening.	.0314
4.	Going to "open house" or special programs at school.	.0169
5.	Going to classes at the school which help you teach your children at home.	.0192
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0596

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO GENDER

$(p \leq .001)$

(continued)

Activities	eta^2
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	.0224
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	.0350
9. Going with children and teachers on school field trips or picnics, or to parties.	.0738
10. Going to workshops or other such educational activities for parents at the school.	.0295
11. Organizing parent volunteer activities.	.0144
12. Taking part in PTA meetings.	.0193
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	.0055
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	.0140
22. Going to parent/teacher conferences about your child's progress.	.0244

Suggestions	eta^2
2. Making parents feel more welcome in the school.	.0040
4. Having informal meetings or activities where parents and school staff can get to know each other better.	.0042

Reasons	eta^2
4. Teachers don't ask parents to be involved in school as much.	.0074

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO ETHNICITY

($p \leq .001$)

Statements	eta^2
1. Teachers should give me ideas about helping my children with homework.	.0062
2. Teachers should be in charge of getting parents involved in the school.	.0816
3. Teachers have enough to do without also having to work with parents.	.0331
5. Principals should be in charge of getting parents involved in the school.	.0290
6. I want teachers to send more information home about classroom activities.	.0108
9. I do not have enough training to help make school decisions.	.0116
10. I should make sure that my children do their homework.	.0166
11. Working parents do not have time to be involved in school activities.	.0518
12. I would help my children more with homework if I knew what to do.	.0157
14. I cooperate with my children's teachers.	.0265
16. I want to spend time helping my children get the best education.	.0187
17. I have little to do with my children's success in school.	.0359
18. Parents should take part more in school decisions.	.0258
19. School districts should make rule for involving parents.	.0796

Decisions	eta^2
1. Amount of homework assigned.	.0205
2. Choosing classroom discipline methods.	.0086
4. Placing my children in Special Education.	.0106
5. Evaluating how well my children are learning.	.0412
6. Hiring principal and teachers.	.0070
7. Evaluating how well principals and teachers do their job.	.0101

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO ETHNICITY

($p \leq .001$)

(continued)

	Decisions	eta^2
10.	Having more multicultural/bilingual education in the school.	.1033
11.	Making school desegregation plans.	.0263
12.	Setting school behavior rules.	.0069
13.	Setting school rules for grading and passing children.	.0180
14.	Helping the school decide what to teach and how.	.0238

	Roles	eta^2
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0373
3.	Home Tutor - helping your children at home with school work or other educational activities.	.0250
5.	Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	.0072
6.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	.0283
7.	Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	.0102

	Activities	eta^2
1.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.0537
2.	Helping children with homework.	.0134
3.	Visiting the school to see what is happening.	.0092
4.	Going to "open house" or special programs at school.	.0832
5.	Going to classes at the school which help you teach your children at home.	.0102
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0343

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO ETHNICITY

($p \leq .001$)
(continued)

Activities	eta^2
9. Going with children and teachers on school field trips or picnics, or to parties.	.0357
11. Organizing parent volunteer activities.	.0084
12. Taking part in PTA meetings.	.0265
13. Planning the school budget.	.0066
14. Helping to plan what will be taught in the school.	.0462
15. Helping children learn with materials at home, for example, games, magazines, books, etc.	.0106
16. Taking children to places of interest, for example, museums, libraries, art galleries, etc.	.0157
17. Working to improve the schools through community groups like neighborhood associations, church organizations, LULAC, NAACP, etc.	.0139
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	.0735
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.0548
20. Helping to decide how well teachers and principals do their jobs.	.0699
21. Helping to hire or fire teachers and principals.	.0799
22. Going to parent/teacher conferences about your child's progress.	.0305
24. Going to meeting of the school board.	.0103

Suggestions	eta^2
1. Sending more information to parents about ways they could be involved.	.0243
2. Making parents feel more welcome in the school.	.0309

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO ETHNICITY

($p \leq .001$)

(continued)

	Suggestions	eta^2
3.	Helping parents to better understand the subjects being taught.	.0363
4.	Having informal meetings or activities where parents and school staff can get to know each other better.	.0287
5.	Asking parents in what ways they would like to be involved.	.0285
6.	Giving parents activities they can do at home with their children.	.0777
7.	Helping students understand that having their parents involved is important.	.0582
8.	Giving parents more information about children's success in school.	.0395
9.	Planning more school activities at times when working parents can come.	.0426
10.	Having more activities which include children, parents and teachers.	.0475

	Reasons	eta^2
1.	Parents may nt understand some of the courses taken in high school.	.0345
2.	The schools are too far away.	.0217
3.	There are too many teachers to talk to.	.0074
4.	Teachers don't ask parents to be involved in school as much.	.0182
5.	Parents do not have time to be involved in school activities and work at the same time.	.0080
7.	Parents can't leave smaller children alone at home.	.0457
8.	There are not as many parent/teacher conferences.	.0087

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO EDUCATIONAL LEVEL

($p \leq .001$)

	Statements	eta^2
2.	Teachers should be in charge of getting parents involved in the school.	.0432
3.	Teachers have enough to do without also having to work with parents.	.0400
4.	Teachers need to be trained for working with parents.	.0094
5.	Principals should be in charge of getting parents involved in the school.	.0125
7.	I usually feel at ease when I visit the school.	.0059
8.	I have a hard time teaching some skills to my children like reading, math, and writing.	.0368
9.	I do not have enough training to help make school decisions.	.0893
11.	Working parents do not have time to be involved in school activities.	.1394
12.	I would help my children more with homework if I knew what to do.	.0378
16.	I want to spend time helping my children get the best education.	.0003
17.	I have little to do with my children's success in school.	.0950
19.	School districts should make rules for involving parents.	.0205
20.	I should help evaluate my children's teachers and principal.	.0209

	Decisions	eta^2
2.	Choosing classroom discipline methods.	.0079
6.	Hiring principal and teachers.	.0123
7.	Evaluating how well principals and teachers do their job.	.0129
9.	Firing principal and teachers.	.0100
10.	Having more multicultural/bilingual education in the school.	.0106

TABLE

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO EDUCATIONAL LEVEL

($p \leq .001$)

(continued)

	Roles	eta^2
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0239
2.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	.0112
3.	Home Tutor - helping your children at home with school work or other educational activities.	.0060
4.	Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	.0263
5.	Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	.0068
7.	Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	.0138

	Activities	eta^2
1.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.0214
2.	Helping children with homework.	.0100
3.	Visiting the school to see what is happening.	.0090
4.	Going to "open house" or special programs at school.	.0460
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0217
9.	Going with children and teachers on school field trips or picnics, or to parties.	.0150
12.	Taking part in PTA meetings.	.0248
14.	Helping to plan what will be taught in the school.	.0266

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO EDUCATIONAL LEVEL

($p \leq .001$)
(continued)

	Activities	eta^2
15.	Helping children learn with materials at home, for example, games, magazines, books, etc.	.0184
16.	Taking children to places of interest, for example, museums, libraries, art galleries, etc.	.0232
18.	Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	.0289
19.	Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.0164
20.	Helping to decide how well teachers and principals do their jobs.	.0267
21.	Helping to hire or fire teachers and principals.	.0470
22.	Going to parent/teacher conferences about your child's progress.	.0252
23.	Giving ideas to the school board r school administration for making changes.	.0119
24.	Going to meeting of the school board.	.0087

	Suggestions	eta^2
3.	Helping parents to better understand the subjects being taught.	.0060
7.	Helping students understand that having their parents involved is> important.	.0066

	Reasons	eta^2
1.	Parents may not understand some of the courses taken in high school.	.0220
2.	The schools are too far away.	.0347
3.	There are too many teachers to talk to.	.0201
5.	Parents do not have time to be involved in school activities and work at the same time.	.0238
7.	Parents can't leave smaller children alone at home.	.0322

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO MARITAL STATUS

($p \leq .001$)

	Statements	eta^2
2.	Teachers should be in charge of getting parents involved in the school.	.0331
3.	Teachers have enough to do without also having to work with parents.	.0198
4.	Teachers need to be trained for working with parents.	.0041
5.	Principals should be in charge of getting parents involved in the school.	.0118
8.	I have a hard time teaching some skills to my children like reading, math, and writing.	.0093
9.	I do not have enough training to help make school decisions.	.0051
11.	Working parents do not have time to be involved in school activities.	.0229
12.	I would help my children more with homework if I knew what to do.	.0046
17.	I have little to do with my children's success in school.	.0229
19.	School districts should make rules for involving parents.	.0168

	Decisions	eta^2
5.	Evaluating how well my children are learning.	.0052
10.	Having more multicultural/bilingual education in the school.	.0107

	Roles	eta^2
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0050
2.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a part or field trip, taking tickets at a fund-raising dinner, or such activities.	.0042
4.	Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	.0233

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO MARITAL STATUS

($p \leq .001$)
(continued)

Activities	eta^2
1. Work as full time paid staff, for example, teacher, librarian, teacher cafeteria help, etc.	.0171
3. Visiting the school to see what is happening.	.0063
4. Going to "open house" or special programs at school.	.0515
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0175
9. Going with children and teachers on school field trips or picnics, or to parties.	.0170
11. Organizing parent volunteer activities.	.0070
12. Taking part in PTA meetings.	.0156
14. Helping to plan what will be taught in the school.	.0277
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	.0219
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.0279
20. Helping to decide how well teachers and principals do their jobs.	.0489
21. Helping to hire or fire teachers and principals.	.0635
22. Going to parent/teacher conferences about your child's progress.	.0062

Suggestions	eta^2
2. Making parents feel more welcome in the school.	.0070
3. Helping parents to better understand the subjects being taught.	.0079
4. Having informal meetings or activities where parents and school staff can get to know each other better.	.0065
6. Giving parents activities they can do at home with their children.	.0144

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO MARITAL STATUS

($p \leq .001$)

(continued)

Suggestions	eta^2
7. Helping students understand that having their parents involved is important.	.0044
8. Giving parents more information about children's success in school.	.0090
9. Planning more school activities at times when working parents can come.	.0089
10. Having more activities which include children, parents and teachers.	.0066

Reasons	eta^2
1. Parents may not understand some of the courses taken in high school.	.0180
2. The schools are too far away.	.0070
3. There are too many teachers to talk to.	.0037
5. Parents do not have time to be involved in school activities and work at the same time.	.0089
7. Parents can't leave smaller children alone at home.	.0208

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO FAMILY WORK STATUS

($p \leq .001$)

	Statements	eta^2
2.	Teachers should give me ideas about helping my children with homework.	.0237
3.	Teachers have enough to do without also having to work with parents.	.0176
5.	Principals should be in charge of getting parents involved in the school.	.0113
8.	I have a hard time teaching some skills to my children like reading, math, and writing.	.0094
9.	I do not have enough training to help make school decisions.	.0105
11.	Working parents do not have time to be involved in school activities.	.0185
12.	I would help my children more with homework if I knew what to do.	.0075
13.	I should have the final word in decisions about my children's education.	.0061
17.	I have little to do with my children's success in school.	.0242
20.	I should help evaluate my children's teachers and principal.	.0180

	Decisions	eta^2
7.	Evaluating how well principals and teachers do their job.	.0060
10.	Having more multicultural/bilingual education in the school.	.0068

	Roles	eta^2
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0130
2.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a part or field trip, taking tickets at a fund-raising dinner, or such activities.	.0385
3.	Home Tutor - helping your children at home with school work or other educational activities.	.0057

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO FAMILY WORK STATUS

($p \leq .001$)
(continued)

Roles	eta^2
4. Audience - supporting your child i school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	.0298
6. Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	.0047

Activities	eta^2
1. Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.0493
3. Visiting the school to see what is happening.	.0301
4. Going to "open house" or special programs at school.	.0485
6. Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0481
7. Helping teachers with classroom learning activities, for example, story telling, reading, math games, etc.	.0157
8. Helping in the school, for example, the library, reading center, playground, lunchroom, nurse's office, etc.	.0273
9. Going with children and teachers on school field trips or picnics, or to parties.	.0757
10. Going to workshops or other such educational activities for parents at the school.	.0155
11. Organizing parent volunteer activities.	.0351
12. Taking part in PTA meetings.	.0359
14. Helping to plan what will be taught in the school.	.0327
18. Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.).	.0215

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO FAMILY WORK STATUS

($p \leq .001$)
(continued)

Activities	eta^2
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.0435
20. Helping to decide how well teachers and principals do their jobs.	.0417
21. Helping to hire or fire teachers and principals.	.0680
22. Going to parent/teacher conferences about your child's progress.	.0100

Suggestions	eta^2
4. Having informal meetings or activities where parents and school staff can get to know each other better.	.0054
6. Giving parents activities they can do at home with their children.	.0158
7. Helping students understand that having their parents involved is important.	.0053
8. Giving parents more information about children's success in school.	.0100
9. Planning more school activities at times when working parents can come.	.0211
10. Having more activities which include children, parents and teachers.	.0069

Reasons	eta^2
1. Parents may not understand some of the courses taken in high school.	.0177
2. The schools are too far away.	.0092
3. There are too many teachers to talk to.	.0073
5. Parents do not have time to be involved in school activities and work at the same time.	.0086
7. Parents can't leave smaller children alone at home.	.0131

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO CITY SIZE

($p \leq .001$)

	Statements	eta^2
1.	Teachers should give me ideas about helping my children with homework.	.0097
2.	Teachers should be in charge of getting parents involved in the school.	.0510
3.	Teachers have enough to do without also having to work with parents.	.0146
5.	Principals should be in charge of getting parents involved in the school.	.0341
6.	I want teachers to send more information home about classroom activities.	.0094
10.	I should make sure that my children do their homework.	.0142
12.	I would help my children more with homework if I knew what to do.	.0112
17.	I have little to do with my children's success in school.	.0223

	Decisions	eta^2
1.	Amount of homework assigned.	.0215
2.	Choosing classroom discipline methods.	.0046
4.	Placing my children in Special Education.	.0162
5.	Evaluating how well my children are learning.	.0550
7.	Evaluating how well principals and teachers do their job.	.0061
8.	Deciding what's most important for the school budget.	.0025
10.	Having more multicultural/bilingual education in the school.	.0126

	Roles	eta^2
1.	Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	.0146
2.	School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	.0055

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO CITY SIZE

($p \leq .001$)
(continued)

	Roles	eta^2
3.	Home Tutor - helping your children at home with school work or other educational activities.	.0069
4.	Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	.0083
6.	Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	.0070

	Activities	eta^2
1.	Working as full time paid staff, for example, teacher, librarian, teacher aide, cafeteria help, etc.	.0237
2.	Helping children with homework.	.0223
3.	Visiting the school to see what is happening.	.0067
4.	Going to "open house" or special programs at school.	.0439
6.	Helping with school activities such as coffees, pot-luck suppers, fund raising, etc.	.0278
9.	Going with children and teachers on school field trips or picnics, or to parties.	.0289
11.	Organizing parent volunteer activities.	.0127
12.	Taking part in PTA meetings.	.0164
13.	Planning the school budget.	.0059
14.	Helping to plan what will be taught in the school.	.0293
16.	Taking children to places of interest, for example, museums, libraries, art galleries, etc.	.0089
18.	Helping decide how well school programs work (like Title I, Follow Through, ESAA, etc.)	.0183

TABLE ___

BREAKDOWN OF ITEM RESPONSES THAT VARIED ACCORDING TO CITY SIZE

($p \leq .001$)
(continued)

Activities	eta^2
19. Working as part time paid staff, for example, assistant teacher, room clerk, nurse, health aide, etc.	.0151
20. Helping to decide how well teachers and principals do their jobs.	.0325
21. Helping to hire or fire teachers and principals.	.0613
24. Going to meeting of the school board.	.0069

Suggestions	eta^2
1. Sending more information to parents about ways they could be involved.	.0166
2. Making parents feel more welcome in the school.	.0148
3. Helping parents to better understand the subjects being taught.	.0173
4. Having informal meetings or activities where parents and school staff can get to know each other better.	.0148
5. Asking parents in what ways they would like to be involved.	.0164
6. Giving parents activities they can do at home with their children.	.0422
7. Helping students understand that having their parents involved is important.	.0353
8. Giving parents more information about children's success in school.	.0289
9. Planning more school activities at times when working parents can come.	.0343
10. Having more activities which include children, parents and teachers.	.0289

Y

LABORATORY AND CENTER DISSEMINATION LETTER AND LIST OF RECIPIENTS

March 19, 1985

Dear Colleague:

The Division of Family, School and Community Studies at the Southwest Educational Development Laboratory in Austin is comprised of three major projects: These are in the (1) Parent Involvement in Education Project, (2) Ways to Improve Schools and Education Project, and (3) Working Parents Project.

Although each project has a distinct focus, their overall goal is to help improve the quality of education and the effectiveness of elementary and secondary schools. Each project has been engaged in long term R&D efforts to generate information that can be used to accomplish this goal.

As part of the division's collaborative activities during FY85, we are sharing information about our project outcomes with persons in other Labs and Centers working on projects with emphases similar or related to ours. Enclosed please find executive summaries of work from one or more of our projects which we feel are related to those with which you are involved. Hopefully these will be useful in your research, development and/or dissemination efforts.

We request that you send us information about any of your projects which could be of interest or assistance to our efforts here at SEDL. We will be glad to share this information with professional and lay educators through our dissemination activities in the SEDL region.

Look forward to hearing from you in the near future. Best wishes for continued success in your endeavors.

Sincerely,

David L. Williams, Jr. (Dr.)
Director
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